DOCUMENT RESUME

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ABSTRACT

Presented in chart form with accompanying booklet is the Task Base Composite (TBC), part of the Santa Cruz Special Education Management System Project, which lists 700 staff tasks to aid in the administrative determination of personnel needs, deployment, and program costs. Listed tasks are either "Learner Line" (tasks directly involving or affecting the pupil), preceding tasks (tasks generally completed before Learner Line tasks), and succeeding tasks (tasks generally completed after the Learner Line tasks). Procedures for use of the TBC are outlined including the determination of which staff position should implement each task. The TBC task numbers are correlated with position description sheets listing job responsibilities. Examples are given for developing task time estimates, useful for determination of personnel needs and program cost. The TBC is intended to be used in conjunction with the Behavioral Characteristics Progression chart. (For additional information see EC 060 316, EC 060 317, and EC 060 319.) (DB)

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SPECIAL EDUCATION MANAGEMENT SYSTEM PROJECT DOCUMENT

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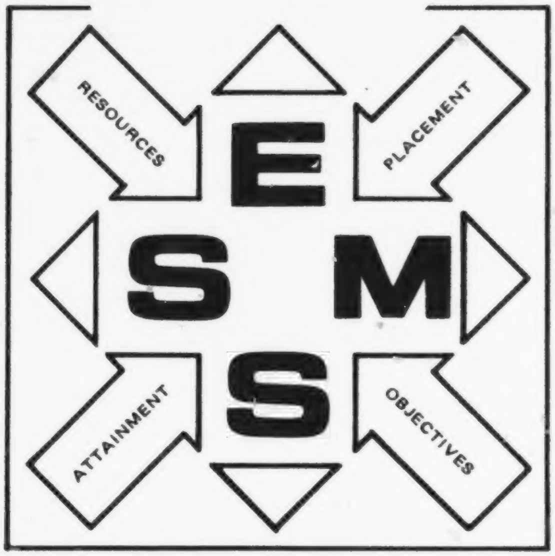

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3 SANTA CRUZ TBC PROCEDURES

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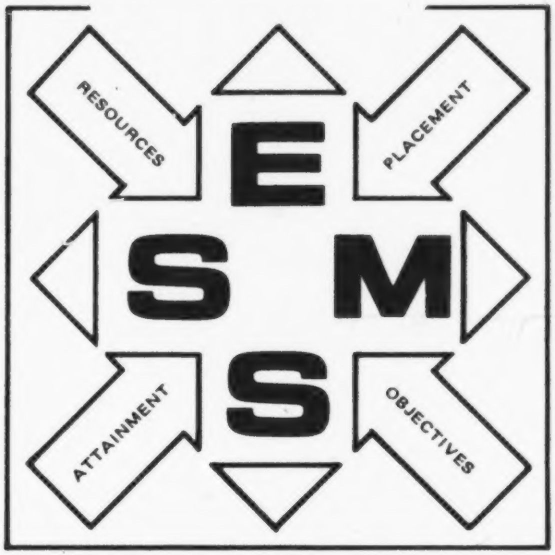

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3 SANTA CRUZ TBC PROCEDURES

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TBC PROCEDURES

PROGRAM AND POSITION DESCRIPTION

Please read through the procedures before beginning.

1.0 Post the Task Base Composite (TBC) chart on a wall or place on a large table so it can be easily rea

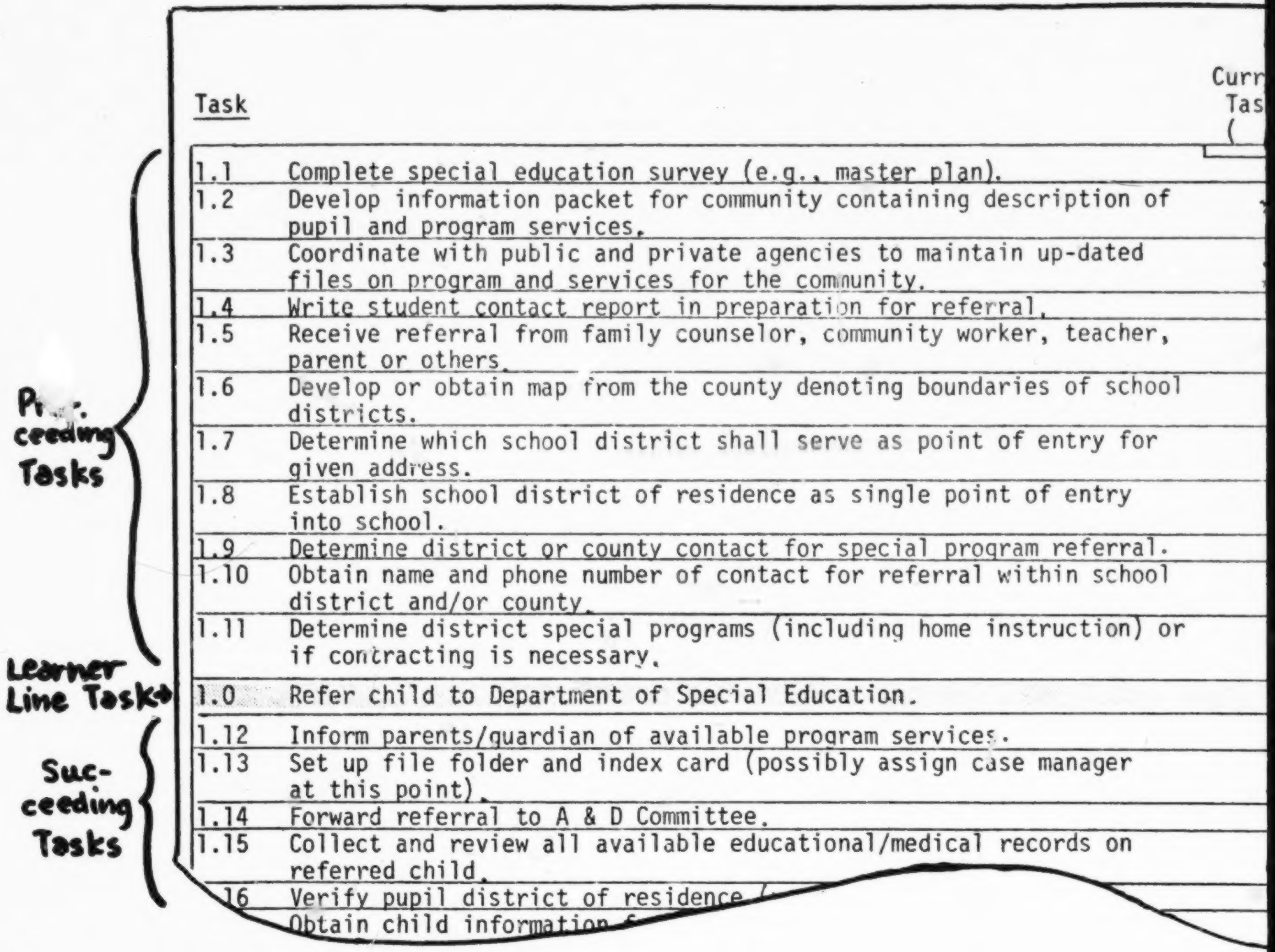
2.0 Study the chart to become familiar with its structure and content.
Note the:

- "Learner Line" tasks (in blue) - those tasks which directly involve or affect the pupil
- Preceding tasks (in yellow) - those tasks generally completed before the Learner Line tasks
- Succeeding tasks (in green) - those tasks generally completed after the Learner Line tasks and further define them

3.0 Study the Task List which contains all the tasks displayed on the chart (See Figure 1).
Note:

- How the Learner Line tasks are shaded similarly to the chart
- How the preceding and succeeding tasks are placed in similar positions on the list as on the chart
- Format; i.e., the "Current Task" and the "Positions" columns to the right of the tasks

(A copy of the complete Task List is at the end of this component.)


Pr.. ceeding Tasks
Learner Line Task→
Suc-ceeding Tasks

Task		Curr Tas (
1.1	Complete special education survey (e.g., master plan).	
1.2	Develop information packet for community containing description of pupil and program services.	
1.3	Coordinate with public and private agencies to maintain up-dated files on program and services for the community.	
1.4	Write student contact report in preparation for referral.	
1.5	Receive referral from family counselor, community worker, teacher, parent or others.	
1.6	Develop or obtain map from the county denoting boundaries of school districts.	
1.7	Determine which school district shall serve as point of entry for given address.	
1.8	Establish school district of residence as single point of entry into school.	
1.9	Determine district or county contact for special program referral.	
1.10	Obtain name and phone number of contact for referral within school district and/or county.	
1.11	Determine district special programs (including home instruction) or if contracting is necessary.	
1.0	Refer child to Department of Special Education.	
1.12	Inform parents/guardian of available program services.	
1.13	Set up file folder and index card (possibly assign case manager at this point).	
1.14	Forward referral to A & D Committee.	
1.15	Collect and review all available educational/medical records on referred child.	
16	Verify pupil district of residence (	
	Obtain child information f	

Figure 1. Sample of the TBC Task List

	ask	Current Task ( )	Positions (symbols) Responsible for Task
.1	Complete special education survey (e.g., master plan).		
.2	Develop information packet for community containing description of pupil and program services.		
.3	Coordinate with public and private agencies to maintain up-dated files on program and services for the community.		
.4	Write student contact report in preparation for referral.		
.5	Receive referral from family counselor, community worker, teacher, parent or others.		
.6	Develop or obtain map from the county denoting boundaries of school districts.		
.7	Determine which school district shall serve as point of entry for given address.		
.8	Establish school district of residence as single point of entry into school.		
.9	Determine district or county contact for special program referral.		
.10	Obtain name and phone number of contact for referral within school district and/or county.		
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.13	Set up file folder and index card (possibly assign case manager at this point).		
.14	Forward referral to A & D Committee.		
.15	Collect and review all available educational/medical records on referred child.		
16	Verify pupil district of residence (		
	Obtain child information f		

Figure 1. Sample of the TBC Task List

.0 Determine which program will be described, e.g., TMR, EMR, DCHM, EH, etc.
Circle the symbols of the positions that are involved in that particular program. Position symbols listed below may be used. Changes and additions should be made as necessary to reflect the program staff being considered. In the example below, 7 staff positions are involved in the specified program.

POSITION SYMBOLS

Ⓐ = Administrator (site or central)
E = Audiometrist
B = Business Office
M = Busing/Transportation Staff
F = Cafeteria Staff
C = Consultant
D = Doctor (M.D.)
Es = Educational Specialist

G = Guardian/Parent
Ⓗ = Head Teacher
Ⓘ = Instructional Aide
K = Itinerant Teacher
J = Janitor/Custodian
Ⓛ = Language/Speech Therapist
N = Nurse
Ot = Occupational Therapist

PT = Physical Therapist
Q = Psychiatric Technician
Ⓟ = Psychologist
R = Resource Teacher
Ⓢ = Secretary
Ⓣ = Teacher
U = Unit/Ward/Cottage Staff
V = Vision Screening Specialist
W = Welfare/Social Worker

5.0 Read each task on the list, starting with the Learner Line task (shaded) first, then all the above (preceding) tasks and below (succeeding) tasks. Make any additions, deletions or modifications to the task descriptions so that they will best describe the program being considered.

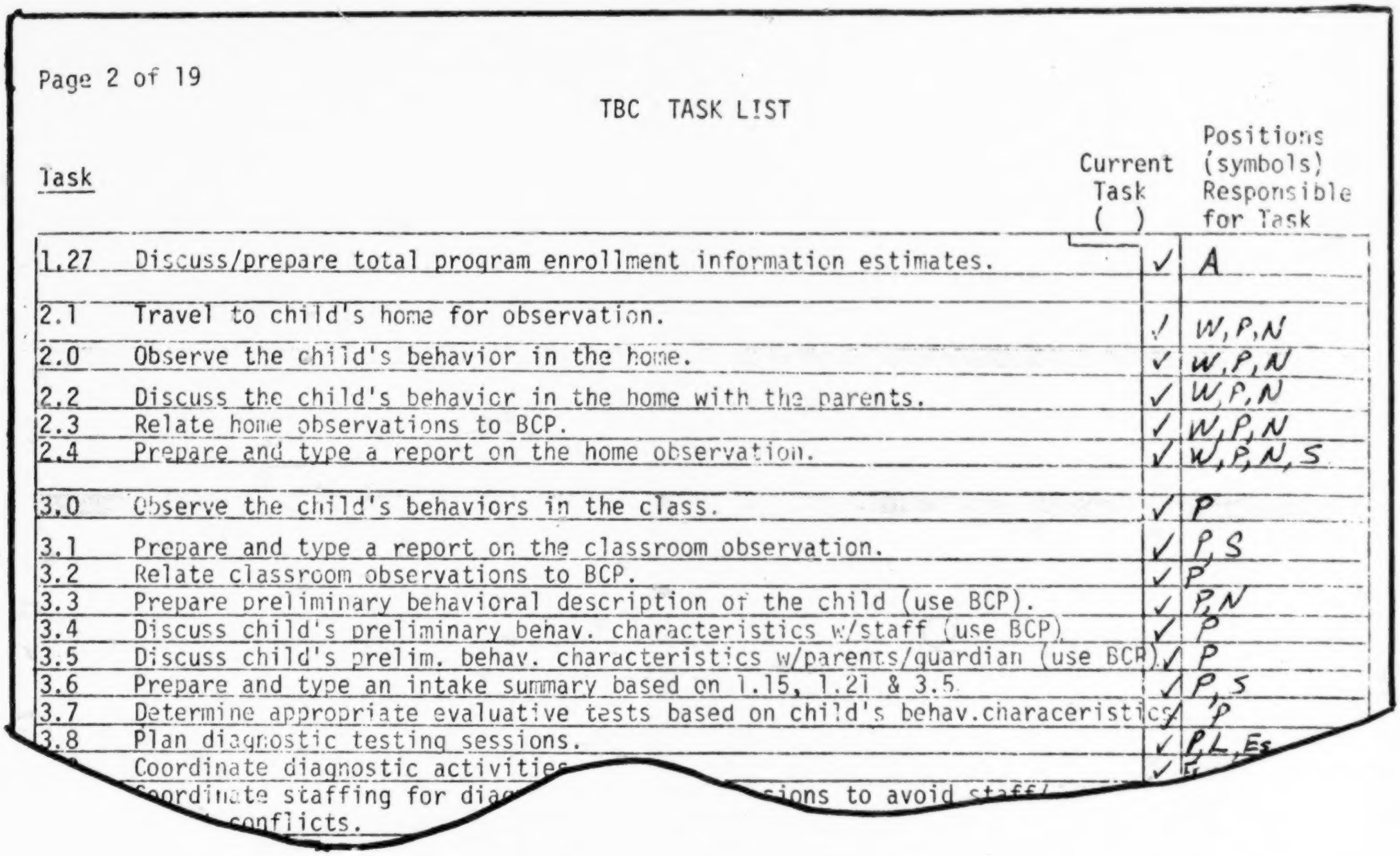
6.0 Place a check (✓) in the "Current Task" column if the task occurs in the program specified in Step 4.0. Those tasks done at home, after hours, etc. should also be included. Each TBC list and chart is used for one program.

Note: If a program is being planned or developed, then tasks that the planners would like to see included in the potential program would be checked at this step.

.0 Determine which staff position(s) are presently doing or completing each task. More than one position may do each task.

.0 List the selected position symbol(s) in the "Positions" column to the right of the checked (✓) task.

9.0 Repeat Steps 5.0 - 7.0 for all tasks on the task listing. This results in a tentative Program Description of the tasks that occur in the program selected in Step 4.0 (See Figure 2). Note: The administrator, head teacher, or someone else who is very knowledgeable about the program and its operations should do Steps 5.0 - 9.0.



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TBC TASK LIST

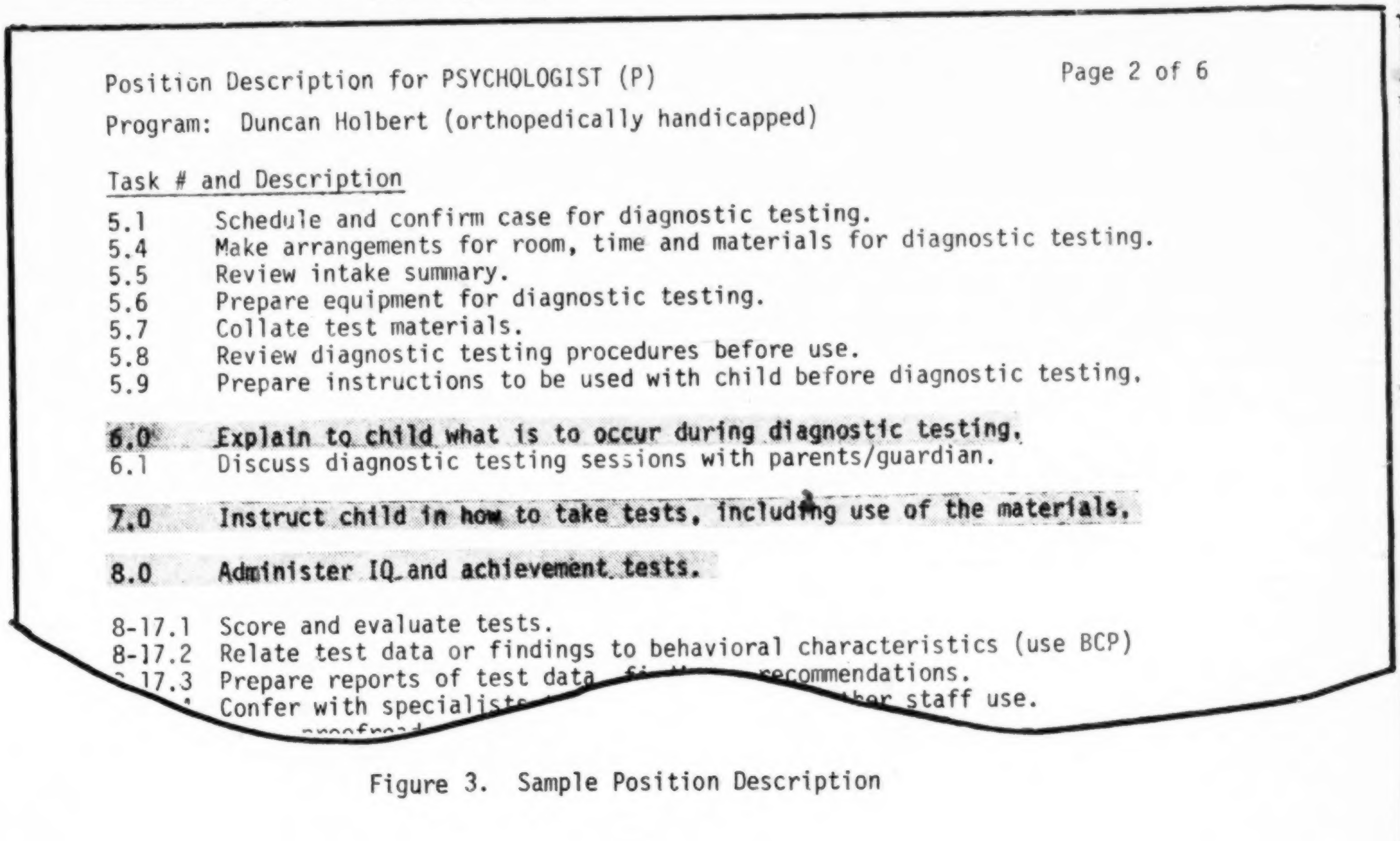
Task		Current Task ( )	Positions (symbols) Responsible for Task
1.27	Discuss/prepare total program enrollment information estimates.	✓	A
2.1	Travel to child's home for observation.	✓	W, P, N
2.0	Observe the child's behavior in the home.	✓	W, P, N
2.2	Discuss the child's behavior in the home with the parents.	✓	W, P, N
2.3	Relate home observations to BCP.	✓	W, P, N
2.4	Prepare and type a report on the home observation.	✓	W, P, N, S
3.0	Observe the child's behaviors in the class.	✓	P
3.1	Prepare and type a report on the classroom observation.	✓	P, S
3.2	Relate classroom observations to BCP.	✓	P
3.3	Prepare preliminary behavioral description of the child (use BCP).	✓	P, N
3.4	Discuss child's preliminary behav. characteristics w/staff (use BCP)	✓	P
3.5	Discuss child's prelim. behav. characteristics w/parents/guardian (use BCP)	✓	P
3.6	Prepare and type an intake summary based on 1.15, 1.21 & 3.5	✓	P, S
3.7	Determine appropriate evaluative tests based on child's behav.characeristics	✓	P
3.8	Plan diagnostic testing sessions.	✓	P, L, Es
	Coordinate diagnostic activitie	✓	
	Coordinate staffing for diag sions to avoid staff/ conflicts.		

Figure 2. Checked and Symboled TBC Task List

10.0 Count the number of different position symbols circled in Step 4.0 (for example, 7).

11.0 Head each of the same number of Position Description sheets (in this example, 7) with the position and the symbol circled in Step 4.0 (e.g., Psychologist (P)).

12.0 Review the checked and symboled list (from 9.0) and record the tasks for each position on the appropriately headed sheet (from 11.0). This results in position descriptions for the program selected in Step 4.0 (See Figure 3).



Position Description for PSYCHOLOGIST (P) Page 2 of 6

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

5.1 Schedule and confirm case for diagnostic testing.
5.4 Make arrangements for room, time and materials for diagnostic testing.
5.5 Review intake summary.
5.6 Prepare equipment for diagnostic testing.
5.7 Collate test materials.
5.8 Review diagnostic testing procedures before use.
5.9 Prepare instructions to be used with child before diagnostic testing.

6.0 Explain to child what is to occur during diagnostic testing.
6.1 Discuss diagnostic testing sessions with parents/guardian.

7.0 Instruct child in how to take tests, including use of the materials.

8.0 Administer IQ and achievement tests.

8-17.1 Score and evaluate tests.
8-17.2 Relate test data or findings to behavioral characteristics (use BCP)
17.3 Prepare reports of test data recommendations.
Confer with specialist staff use.

Figure 3. Sample Position Description

13.0 Reproduce the Position Descriptions so each staff member in each of the positions (e.g., Teacher Psychologist, etc.) may have a copy of the description appropriate for his/her position in the program specified in Step 4.0.

JOB DESCRIPTIONS

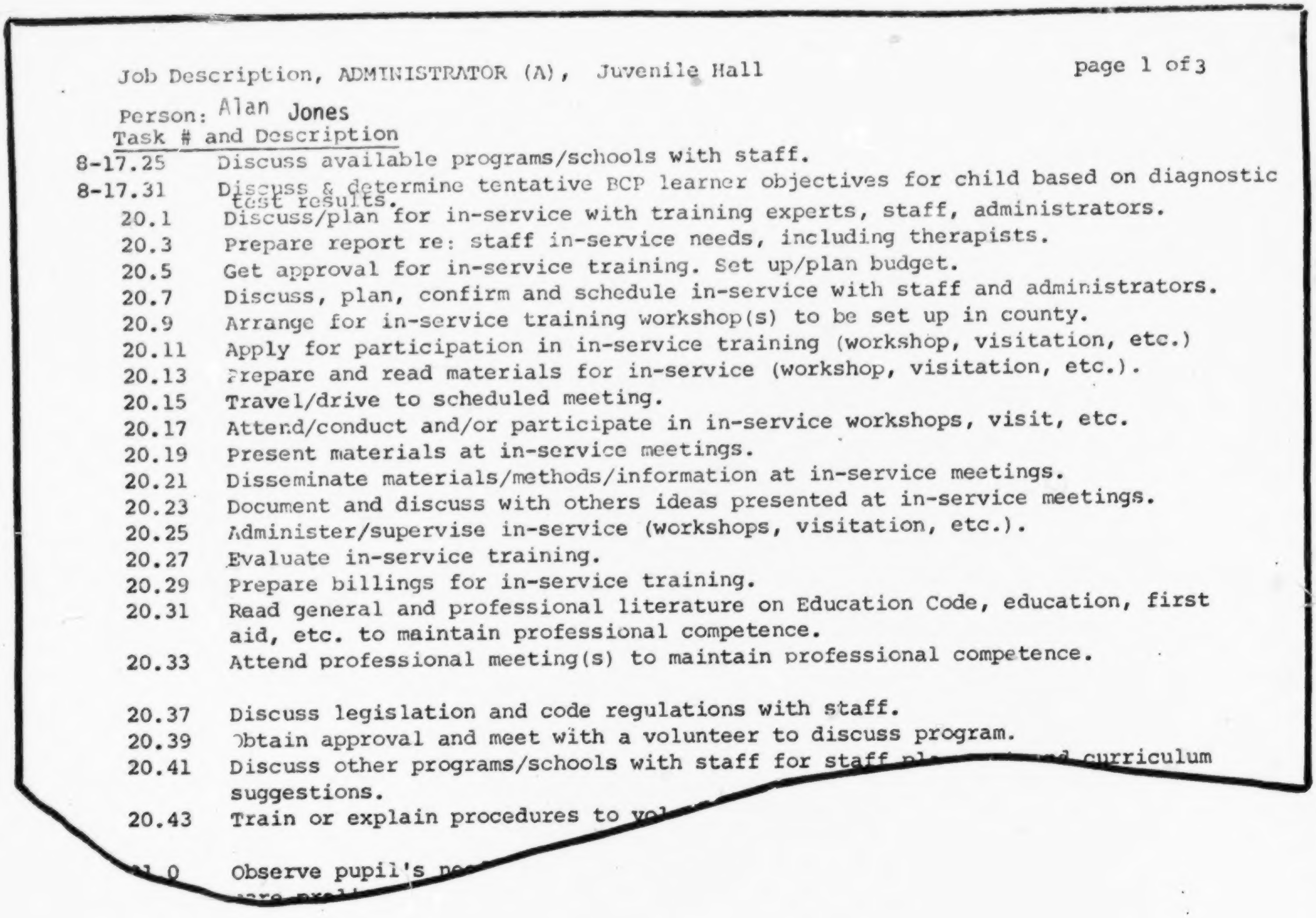
14.0 Provide each staff member in the program with a copy of the Position Description appropriate for his/her position.

15.0 Review the Position Descriptions and add to, delete or modify the tasks so they best describe the specific staff member's activities for that particular program selected in 4.0. These revised position descriptions result in tentative Job Descriptions for each of the staff members who completed this step.

16.0 Negotiate the tentative Job Descriptions developed in 15.0 so that the administrator and staff member(s) agree on the specific tasks required. Terms and tasks should be defined and evaluation standards determined, if appropriate.

17.0 Finalize the Job Descriptions by including all negotiated modifications and disseminate the modified copies to staff. Post a complete set of Job Descriptions so all staff may review them and become more familiar with other staff members' responsibilities (See Figure 4).

Suggestion: After staff have had time to review the complete set of Job Descriptions, small group discussions may be held to determine if any task responsibilities should be shifted to another position. For example, discussions might indicate that some teacher tasks should be done by psychologists or secretaries.



Job Description, ADMINISTRATOR (A), Juvenile Hall page 1 of 3

Person: Alan Jones

Task # and Description

8-17.25 Discuss available programs/schools with staff.
8-17.31 Discuss & determine tentative BCP learner objectives for child based on diagnostic test results.
20.1 Discuss/plan for in-service with training experts, staff, administrators.
20.3 Prepare report re: staff in-service needs, including therapists.
20.5 Get approval for in-service training. Set up/plan budget.
20.7 Discuss, plan, confirm and schedule in-service with staff and administrators.
20.9 Arrange for in-service training workshop(s) to be set up in county.
20.11 Apply for participation in in-service training (workshop, visitation, etc.)
20.13 Prepare and read materials for in-service (workshop, visitation, etc.).
20.15 Travel/drive to scheduled meeting.
20.17 Attend/conduct and/or participate in in-service workshops, visit, etc.
20.19 Present materials at in-service meetings.
20.21 Disseminate materials/methods/information at in-service meetings.
20.23 Document and discuss with others ideas presented at in-service meetings.
20.25 Administer/supervise in-service (workshops, visitation, etc.).
20.27 Evaluate in-service training.
20.29 Prepare billings for in-service training.
20.31 Read general and professional literature on Education Code, education, first aid, etc. to maintain professional competence.
20.33 Attend professional meeting(s) to maintain professional competence.

20.37 Discuss legislation and code regulations with staff.
20.39 Obtain approval and meet with a volunteer to discuss program.
20.41 Discuss other programs/schools with staff for staff curriculum suggestions.
20.43 Train or explain procedures to

1.0 Observe pupil's

Figure 4. Sample Job Description

18.0 Revise the Program Description (from 9.0) to reflect the changes on all job descriptions obtained in 17.0. Disseminate these to staff, Board of Education and placement or referral agencies, if desired.

Suggestion: Color code the TBC chart to reflect the different positions involved in each task. For example, stick blue plastic strips over administrative tasks, yellow over teacher tasks, green over psychologist tasks, etc., to graphically and colorfully convey:

- Total program tasks (a Program Description)
- Specific tasks per position
- Overlaps of tasks (tasks done by more than one position)

This color-coded TBC chart may be used for Board presentations, in-service training or program planning.

TASK TIME ESTIMATES

19.0 Implement the Job Descriptions for a given time period (e.g., 4-6 months) so that staff have the opportunity to complete tasks assigned to them according to these descriptions.

20.0 Review Job and Program Descriptions based upon staff discussion, negotiation, and the experience gained from the implementation discussed in 19.0.

21.0 Estimate the time spent per staff member on each task in the program. Ask each person in the program to estimate the time required to complete each task based on his/her previous experience. This step may be accomplished by each staff member individually, by all staff as a group, or by representatives of each position who estimate times which are reviewed by all staff. (See the sample Task Data Collection and Conversion Sheet, Figure 5).

- S A M P L E -

TASK DATA COLLECTION AND CONVERSION

Task Listing for TEACHER position

Program TMR Program

Time Conversions
5 min = .08
10 min = .16
15 min = .25
20 min = .33
30 min = .50

		Column 1 How long task takes (hrs) Enter #		
		hrs	fraction of hr	E T
8-17.36	Recommend follow-up i.e. future testing, counseling & case review		.16	
20.0	Observe pupil needs re: staff in-service requirements-Prepare budget	1		
20.6	Apply for participation in in-service training(workshop,visitation,etc)		.50	
20.7	Prepare & read materials for in-service(workshop, visitation, etc.)	3		
21.0	Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.	1		
22.18	Clean up class, bathroom, coffee area. (Provide room maintenance).		.50	
27.11	Take lunch count. Collect & count lunch and/or milk money.Keep records		.33	
28.0	Observe pupil behavior on BCP strands	2		
28.6	Validate pupil placement according to behavioral characteristics.		.16	
28.13	Determine learner objectives for pupil	2		
28.15	Complete learner objectives worksheet for pupil	1	.33	
28.19	Determine which instructional method is most compatible with materials, resources, persons		.50	
29.13	Prepare individual lesson plans including objectives,methods, materials	2		
30.11	Attend a PTA or other parent-staff meeting	2		
30.14	Make telephone calls		.33	
30.15	Receive telephone calls and read messages		.50	
31.5	Supervise pupil during rest periods,breaks,recess,recreational activities	1		
32.0	Instruct and supervise pupil in health skills	1		
35.0	Instruct and supervise pupil in drinking skills	2		
44.0	Instruct and supervise pupil in auditory perception skills	1		
44.13	Refer pupil(s) for hearing screening	1		
48.0	Instruct and supervise pupil in Gross Motor II skills	2		
52.0	Instruct and supervise pupil in language development skills		.50	
55.0	Instruct and supervise pupil in impulse control skills		.50	
102.0	Observe pupil to determine progress toward learner objectives.		.16	
102.3	Up-date BCP chart learner objectives worksheet to reflect pupil progress		.50	
106.20	Plan and implement new methods, materials to improve program attainment of learner objectives	2		
108.0	Prepare pupils to go home -- coats, lunch boxes		.33	

Figure 5. Sample Task Data Collection and Conversion Sheet

SK DATA COLLECTION AND CONVERSION

Page 1 of 1

Time Conversions
5 min = .08
10 min = .16
15 min = .25
20 min = .33
30 min = .50
40 min = .67
45 min = .75
50 min = .83
180 days = 36 wks = 10 mo
200 days = 40 wks = 11 mo
220 days = 44 wks = 12 mo

	Column 1		Column 2				Column 3		Column 4	Column 5	Column 6	Column 7
	How long task takes (hrs) Enter # fraction		How often task done				Over what time period (if Col 2 "yr" checked, ignore Col 3)		# of persons represented	Total Time (hrs/yr)	days/yr	# of Persons Required
	hrs	of hr	Enter# Times	(✓)one wk	mo	yr	#of wks or	#of mo		Column 1x2x3x4	Σ Col 5/ 7.5 hrs	Col 6/ Contract Period
ounseling & case review		.16	1	✓			36		1	6	.8	Not calculated until all Col 6 figures are completed. Then Col 6 is totaled, divided by the position's contract period (in days) and entered at the bottom of this column on page 1.
uirements-Prepare budget	1		3	✓			6		1	18	2.4	
ng(workshop,visitation,etc)		.50	3			✓			1	1.5	.20	
shop, visitation, etc.)	3		3			✓			1	9	1.2	
staffing requirements	1		3	✓			6		1	18	2.4	
ide room maintenance).		.50	10	✓			36		1	180	24.0	
/or milk money.Keep records		.33	5	✓			36		1	60	8.0	
	2		5	✓			10		1	100	13.3	
ral characteristics.		.16	10	✓			6		1	10	1.3	
	2		5	✓			3		1	30	4.0	
il	1	.33	5	✓			3		1	20	2.7	
compatible with		.50	6	✓			32		1	96	12.8	
ectives,methods, materials	2		1	✓			35		1	70	9.3	
	2		4			✓			1	8	1.1	
		.33	3	✓			36		1	36	4.8	
		.50	2	✓			36		1	36	4.8	
cess,recreational activities	1		5	✓			36		1	180	24.0	
	1		2	✓			36		1	72	9.6	
ls	2		2	✓			36		1	144	19.2	
eption skills	1		5	✓			36		1	180	24.0	
	1		1			✓			1	1	.1	
I skills	2		2	✓			36		1	144	19.2	
lopment skills		.50	3	✓			36		1	54	7.2	
ol skills		.50	5	✓			36		1	90	12.0	
arner objectives.		.16	5	✓			36		1	30	4.0	
t to reflect pupil progress		.50	5	✓			36		1	90	12.0	
improve program	2		1		✓			10mo.	1	20	2.7	
es		.33	5	✓			36		1	60	8.0	
ollection and Conversion Sheet											235.10	1.3 Staff

22.0 Enter in Column 1 of the Task Data Collection and Conversion Sheet how long (in hours and fractions of an hour) it takes to accomplish the first task listed for the position (e.g., teacher, psychologist, administrator, secretary, etc.). Conversions from minutes to fractions of an hour may be found at the top of Figure 5.

23.0 Enter in Column 2 of the Task Data Collection and Conversion Sheet how many times that particular task is done over a particular time period. For example, if task #1.0 is done four times a week, enter 4 on the left side of Column 2 and check the "wk" column on the right side of Column 2. If the task is done 4 times a month or a year, then the month or year column is checked.

24.0 Enter in Column 3 of the Task Data Collection and Conversion Sheet the time period (in weeks) over which the task occurs. For example, if the task occurs over a 7-week period, enter 7 under "# of wks; if the task occurs throughout the 10 month school year, enter 36 weeks under the left side of the column. (Conversions may be found at the top of Figure 5)

If Column 2 is reported in months, the figure in Column 3 should be reported in months on the right side of the column, (e.g., if a task is done 5 times per month then only the number of months over which it is done need be determined). Also, if the year category was checked in Column 2, Step 24.0 should be ignored as the length of time over which the task occurs is clearly known (1 year).

25.0 Enter in Column 4 of the Task Data Collection and Conversion Sheet the number of persons who are being represented by the staff member completing this form. If the staff member is estimating times as a representative of his position (e g., one out of the four psychologists in the program) then the number of staff in that position should be entered (in this case, the number is 4). If all staff members in the particular position are individually entering his/her own data, then a one (1) is entered by each. If two representatives are completing the information on one form and there are six staff in this position in the program, then a three (3) would be entered (two staff representing three staff each).

26.0 Repeat Steps 22.0 - 25.0 for each task listed.

27.0 Enter in Column 5 of the Task Data Collection and Conversion Sheet the total time required to complete each task in the list by multiplying Column 1 by Column 2 by Column 3 by Column 4 to obtain hours per year (A sample conversion table is included. See Figure 6).

28.0 Add the total number of hours per year (all figures in Column 5) and divide the total by 7.5 hours (an average work day). Enter this figure representing the number of days per year it takes to accomplish all the tasks for the particular position at the bottom of Column 6. If specific time estimates are desired for each task, this step may be completed after Step 27.0 for each task.

29.0 Divide the total of Column 6 of the Task Data Collection and Conversion Sheet by the contract period for that position in that particular program. Enter this figure in Column 7 at the bottom of page 1. For example, if the teacher's data from Column 6 total 235 days and the contract period for teachers in this program is 180 days, then the approximate number of teachers required for this program would be 1.3 teachers (235 divided by 180). The figure 1.3 would be entered at the bottom of page 1 on the teacher's position task listing. Clerical staff might complete Steps 27.0 - 29.0.

PROGRAM CONVERSION TIMES

Min/ Week =	Hrs/ Week	Hrs per 180 days or 36 wks	Hrs per 200 days or 40 wks	Hrs per 220 days or 44 wks	Min/ Week =	Hrs/ Week	Hrs per 180 days or 36 wks	Hrs per 200 days or 40 wks	Hrs per 220 days or 44 wks
3	.06	1.83	2.00	2.20	80	1.33	48.0	53.33	58.67
5	.08	3.00	3.33	3.67	90	1.50	54.00	60.00	66.00
10	.16	6.00	6.67	7.33	100	1.67	60.00	66.67	73.33
15	.25	9.00	10.00	11.00	150	2.50	90.00	100.00	110.00
20	.33	12.00	13.33	14.67	180	3.00	108.00	120.00	132.00
25	.42	15.00	16.67	18.33	200	3.33	120.00	133.33	146.67
30	.50	18.00	20.00	22.00	250	4.17	150.00	166.67	183.33
40	.67	24.00	26.62	29.33	300	5.00	180.00	200.00	220.00
45	.75	28.00	30.00	33.00	400	6.67	240.00	266.67	293.33
50	.83	30.00	33.33	36.67	450	7.50	270.00	300.00	330.00
60	1.00	36.00	40.00	44.00	750	12.50	450.00	500.00	550.00
70	1.16	42.00	46.67	51.33	900	15.00	540.00	600.00	660.00
75	1.25	45.00	50.00	55.00	1000	16.67	600.00	666.67	733.33

MINUTES TO HOURS

Min. = Hours

80 = 1.33
90 = 1.50
100 = 1.67
125 = 2.08
150 = 2.50

Min. = Hours

180 = 3.00
200 = 3.33
300 - 5.00
360 - 6.00
400 = 6.67

Min. = Hours

500 = 8.33
600 = 10.00
700 = 11.67
750 = 12.50
800 = 13.33
900 = 15.00

Min. = Hours

950 = 15.83
1,000 = 16.67
1,200 = 20.00
1,500 - 25.00
1,800 = 30.00
2,000 = 33.33

Min = Hours

2,100 = 35.00
3,000 = 50.00
3,600 = 60.00
4,800 - 80.00
5,000 = 83.33
5,500 = 91.67

FRACTI

3 mi
4 mi
5 mi
6 mi
10 mi
12 mi
15 mi
20 mi
24 mi
25 mi
30 mi
3[illegible] mi
36 mi
40 mi
45 mi
48 mi
50 mi
55 mi
60 mi
65 mi
70 mi
75 mi

Figure 6. Time Conversion Tables

PROGRAM CONVERSION TIMES

per 0 s or wks	Hrs per 200 days or 40 wks	Hrs per 220 days or 44 wks	Min/ Week =	Hrs/ Week	Hrs per 180 days or 36 wks	Hrs per 200 days or 40 wks	Hrs per 220 days or 44 wks
.83	2.00	2.20	80	1.33	48.0	53.33	58.67
.00	3.33	3.67	90	1.50	54.00	60.00	66.00
.00	6.67	7.33	100	1.67	60.00	66.67	73.33
.00	10.00	11.00	150	2.50	90.00	100.00	110.00
.00	13.33	14.67	180	3.00	108.00	120.00	132.00
.00	16.67	18.33	200	3.33	120.00	133.33	146.67
.00	20.00	22.00	250	4.17	150.00	166.67	183.33
.00	26.62	29.33	300	5.00	180.00	200.00	220.00
.00	30.00	33.00	400	6.67	240.00	266.67	293.33
.00	33.33	36.67	450	7.50	270.00	300.00	330.00
.00	40.00	44.00	750	12.50	450.00	500.00	550.00
.00	46.67	51.33	900	15.00	540.00	600.00	660.00
.00	50.00	55.00	1000	16.67	600.00	666.67	733.33

S

Min. = Hours	Min. = Hours	Min. = Hours	Min = Hours
180 = 3.00	500 = 8.33	950 = 15.83	2,100 = 35.00
200 = 3.33	600 = 10.00	1,000 = 16.67	3,000 = 50.00
300 - 5.00	700 = 11.67	1,200 = 20.00	3,600 = 60.00
360 - 6.00	750 = 12.50	1,500 - 25.00	4,800 - 80.00
400 = 6.67	800 = 13.33	1,800 = 30.00	5,000 = 83.33
	900 = 15.00	2,000 = 33.33	5,500 = 91.67

FRACTIONS OF HOURS

3 min = 1/16 = .06
4 min = 1/15 = .07
5 min = 1/12 = .08
6 min = 1/10 = .10
10 min = 1/6 = .16
12 min = 1/5 = .20
15 min = 1/4 = .25
20 min = 1/3 = .33
24 min = 2/5 = .40
25 min = 5/12 = .42
30 min = 1/2 = .50
35 min = 7/12 = .58
36 min = 3/5 = .60
40 min = 2/3 = .67
45 min = 3/4 = .75
48 min = 4/5 = .80
50 min = 5/6 = .83
55 min = 11/12 = .91
60 min = 1 = 1.00
65 min = 1 1/12 = 1.08
70 min = 1 1/6 = 1.16
75 min = 1 1/4 = 1.25

Figure 6. Time Conversion Tables

PROGRAM COST DETERMINATION

30.0 Review the TBC Resource Calculation Sheet. Fill in program title and date, the length of the program (in weeks), who is completing the form and the number of pupils in the program (See Figure 7).

31.0 Determine the number of personnel required for each position in the program by summarizing the totals at the bottom of Column 7 of the Data Collection Sheet for each staff member. As an example, 1 1/2 administrators, 1 head teacher, 4 teachers, 1 1/2 psychologists, 1 secretary and 1 janitor might be required to complete all tasks in the program.

32.0 Enter the personnel positions required for the program in Column 1, "POSITIONS," of the TBC Resource Calculation Sheet (e.g., Administrator, Head Teacher, Teacher, etc.).

33.0 Enter the number of staff required for each position in Column 2 of the TBC Resource Calculation Sheet (e.g., 1 1/2, 1, 4). See Figure 7.

34.0 Compute the average salary, including fringe benefits, per contract period for each personnel position in the program. Record this figure in Column 3 on the TBC Resource Calculation Sheet. This information can be obtained from the payroll department.

35.0 Enter in Column 4 the maximum length (in weeks) of the contract period for each personnel position. For example, two psychologists contracted for 36 and 40 weeks results in 40 being entered in Column 4. This figure is not used for calculations but to inform the administrator(s), Board, etc. that program tasks are completed other than during the regular program sessions (e.g., some support and preparation tasks may occur during summer or holiday periods).

36.0 Multiply Column 2 by Column 3 to obtain the cost of personnel for the program. Record this figure in Column 5 of the TBC Resource Calculation Sheet.

37.0 Identify the facilities and materials required for each position based on the tasks previously determined for each position. This information could have been obtained during discussions of Job Descriptions (Step 16.0).

38.0 Estimate the cost of facilities required (from Step 37.0) to support each position. Enter this figure in Column 6 of the TBC Resource Calculation Sheet. Refer to previous program budgets using the Object Code of the New California Program Accounting Manual, if necessary.

39.0 Estimate the cost of materials required (from Step 37.0) to support each position. Enter this figure in Column 7. Refer to previous program budgets for past figures.

40.0 Add Columns 5, 6, and 7 to obtain the amount of money needed to complete all tasks in a particular personnel position. Enter this figure in Column 8.

41.0 Add all figures in Column 8 and place the total at the top of the TBC Resource Calculation Sheet. This represents the estimated total cost for the program based upon Job Descriptions specifying TBC tasks necessary to attain BCP learner objectives. Additionally, the past and the present experience of all program staff has provided input. This cost may be divided by the number of pupils to obtain program cost per pupil.

EXAMPLE

TBC RESOURCE CALCULATION SHEET

Program Elementary TMR

Program Length 36 weeks Completed by Alan Jones Total P

1 POSITIONS REQUIRED	2 NO.OF STAFF POSITIONS	3 AVERAGE SALARY	4 # WKS IN CONTRACT PERIOD	5 COST OF PERSONNEL	6 COST OF FACILITIES
Step 16.1	Step 16.2	Payroll (incl. fringes)	Program	Column 2 x Column 3	Prog.Budget
Administrator	1½	24,000	44	36,000	2,000
Head Teacher	1	18,500	38	18,500	500
Teacher	4	14,250	36	57,000	2,000
Psychologist	1½	18,750	40	28,125	1,000
Secretary	1	8,500	44	8,500	2,200
Janitor	1	10,000	44	10,000	200

Figure 7. Sample Resource Calculation Sheet

AMPLE

60
Number of Pupils

TBC RESOURCE CALCULATION SHEET

gram Elementary TMR

Date 1/7/74

gram Length 36 weeks Completed by Alan Jones

Total Program Cost $176,525.

2 NO.OF STAFF POSITIONS	3 AVERAGE SALARY	4 # WKS IN CONTRACT PERIOD	5 COST OF PERSONNEL	6 COST OF FACILITIES	7 COST OF MATERIALS	8 TASK COST
Step 16.2	Payroll (incl. fringes)	Program	Column 2 x Column 3	Prog.Budget	Prog.Budget	Col. 5 + Col. 6 + Col. 7
1½	24,000	44	36,000	2,000	350	38,350
1	18,500	38	18,500	500	1,000	20,000
4	14,250	36	57,000	2,000	6,000	65,000
1½	18,750	40	28,125	1,000	1,200	30,325
1	8,500	44	8,500	2,200	850	11,550
1	10,000	44	10,000	200	1,100	11,300
					TOTAL	176,525.

Figure 7. Sample Resource Calculation Sheet

42.0 Compare estimated program costs (obtained in 41.0) to:

- Number of pupils to be served
- Proposed learner objectives (from BCP or other reference)
- Defined staff tasks
- Pupil progress in terms of learner objectives met currently and previously
- Previous budget amounts for this type of program
- Levels of funding presently available

43.0 Determine if the estimated program costs are warranted by the benefits the pupils derive from attainment of their learner objectives and the importance placed on this attainment by the community. This may be done by presenting the TBC and BCP-obtained information, objectives and cost and time estimates to the Board, groups of parents and possibly pupils themselves. If costs are warranted, proceed to Step 46.0.

44.0 Decide upon one of the following options if program costs are not warranted. Consider whether each option realistically meets the needs of the pupils, the staff, and the priorities of the community.

44.1 Decrease the number or complexity of learner objectives. Either revise the objectives or increase the length of time in which they are to be met.

44.2 Decrease the number of staff and/or reassign tasks to a position with a lower average weekly salary (e.g., from teacher to aide, from psychologist to secretary). Such a reassignment may lessen the time spent by staff in a more expensive position and increase the time spent by staff in a less expensive position (Column 5 on the TBC Resource Calculation Sheet). The new position must have the time and skills necessary to complete the tasks. Part-time help might be considered at this point.

44.3 Decrease the task time by shortening the duration or frequency of the task (e.g., shorter and fewer meetings and reports). Such a decrease should lessen the cost of personnel (Column 5 on the TBC Resource Calculation Sheet).

44.4 Decrease the number of pupils served by either the task or the program. Either should reduce personnel costs due to decreased time and materials (Columns 5 and 7 on the TBC Resource Calculation Sheet).

44.5 Decrease the amount and/or type of facilities necessary for task completion to lessen the cost of facilities (Column 6 on the TBC Resource Calculation Sheet).

44.6 Decrease the amount and/or type of materials and equipment necessarv for task completion to lessen the cost of materials (Column 7 on the TBC Resource Calculation Sheet).

45.0 Revise all TBC and BCP forms (and the TBC chart, if necessary) to reflect any changes made in 44.0. This would include Learner Objectives Worksheets, Task Data Collection and Conversion Sheets, Program and Job Descriptions, and TBC Resource Calculation Sheets.

46.0 Determine levels of funding required to meet more or less objectives. A model like the following, which specifies three different levels might be developed to present this information to the Board and parents:

- Optimal level of funding: the level of funding which would provide the best chance of accomplishing the greatest number of learner objectives
- Acceptable level of funding: the level of funding which would provide the best chance of accomplishing an acceptable (to the community) number of learner objectives
- Minimal level of funding: the level of funding which would provide the best chance of accomplishing a minimal number of learner objectives

This model requires specific information comparing pupil progress in terms of learner objectives to various funding levels. The approach, however, can provide options to the Board and parents based on desired pupil progress.

47.0 Request necessary program resources to complete original or revised tasks to attain learner objectives.

48.0 Maintain program records detailing pupil progress, staffing, task times, negotiated changes, funding levels and community opinions regarding each program and its perceived as well as actual results.

49.0 Develop a computer system to:

- Collect, sort and print Program, Position and Job descriptions
- Perform time and resource calculations
- Project results of various funding levels
- Update TBC descriptions and reports
- Provide the Board and community with various program options

TASK DATA COLLECTION AND CONVERSION

Task Listing for__________________position

Program______________________________

Time Conversions	15 min = .25	40 min = .67
5 min = .08	20 min = .33	45 min = .75
10 min = .16	30 min = .50	50 min = .83

Task # and Description

Column 1		Column 2				Co
How long task takes (hrs)		How often task done				Ove tim (if Col che ignor
Enter #	fraction	Enter#	(✓) one			
hrs	of hr	Times	wk	mo	yr	#of wk

K DATA COLLECTION AND CONVERSION

Page ___of___

Time Conversions	15 min = .25	40 min = .67	180 days = 36 wks = 10 mo
5 min = .08	20 min = .33	45 min = .75	200 days = 40 wks = 11 mo
10 min = .16	30 min = .50	50 min = .83	220 days = 44 wks = 12 mo

Column 1		Column 2				Column 3		Column 4	Column 5	Column 6	Column 7
How long task takes (hrs)		How often task done				Over what time period (if Col 2 "yr" checked, ignore Col 3)		# of persons represented	Total Time (hrs/yr)	days/yr	# of Persons Required
Enter #	fraction of hr	Enter#	(✓) one			or			Column 1x2x3x4	Σ Col 5/ 7.5 hrs	Col 6/ Contract Period
hrs	of hr	Times	wk	mo	yr	#of wks	#of mo				
											Not calculated until all Col 6 figures are completed. Then Col 6 is totaled, divided by the position's contract period (in days) and entered at the bottom of this column on page 1.

TBC RESOURCE CALCULATION SHEET

Program____

Program Length________weeks Completed by______________________________ Total Program

1	2	3	4	5	6	7
POSITIONS REQUIRED	NO.OF STAFF POSITIONS	AVERAGE SALARY	# WKS IN CONTRACT PERIOD	COST OF PERSONNEL	COST OF FACILITIES	COST OF MATERIAL
Step 16.1	Step 16.2	Payroll (incl. fringes)	Program	Column 2 x Column 3	Prog.Budget	Prog.Bud
						TOTAL

TBC RESOURCE CALCULATION SHEET

Number of Pupils

y

________________________________ Date________

gth________weeks Completed by________________ Total Program Cost________

2	3	4	5	6	7	8
OF STAFF SITIONS	AVERAGE SALARY	# WKS IN CONTRACT PERIOD	COST OF PERSONNEL	COST OF FACILITIES	COST OF MATERIALS	TASK COST
16.2	Payroll (incl. fringes)	Program	Column 2 x Column 3	Prog.Budget	Prog.Budget	Col. 5 + Col.6 + Col. 7
					TOTAL	

TBC TASK LIST

Page 1 of 19

Position Symbols

A = Administrator (site or central)
E = Audiometrist
B = Business Office Staff
M = Busing/Transportation Staff
F = Cafeteria Staff
C = Consultant
D = Doctor (M.D.)
Es = Educational Specialist

G = Guardian/Parent
H = Head Teacher
I = Instructional Aide
K = Itinerant Teacher
J = Janitor/Custodian
L = Language/Speech Therapist
N = Nurse
Ot = Occupational Therapist

Pt = Physical Therapist
O = Psychiatric Technician
P = Psychologist
R = Resource Teacher
S = Secretary
T = Teacher
U = Unit/Ward/Cottage Staff
V = Vision Screening Specialist
W = Welfare/Social Worker

Task		Current Task ( )	Positions (symbols) Responsible for Task
1.1	Complete special education survey (e.g., master plan).		
1.2	Develop information packet for community containing description of pupil and program services.		
1.3	Coordinate with public and private agencies to maintain up-dated files on program and services for the community.		
1.4	Write student contact report in preparation for referral.		
1.5	Receive referral from family counselor, community worker, teacher, parent or others.		
1.6	Develop or obtain map from the county denoting boundaries of school districts.		
1.7	Determine which school district shall serve as point of entry for given address.		
1.8	Establish school district of residence as single point of entry into school.		
1.9	Determine district or county contact for special program referral.		
1.10	Obtain name and phone number of contact for referral within school district and/or county.		
1.11	Determine district special programs (including home instruction) or if contracting is necessary.		
1.0	**Refer child to Department of Special Education.**		
1.12	Inform parents/guardian of available program services.		
1.13	Set up file folder and index card (possibly assign case manager at this point).		
1.14	Forward referral to A & D Committee.		
1.15	Collect and review all available educational/medical records on referred child.		
1.16	Verify pupil district of residence (use forms).		
1.17	Obtain child information from parents/guardian concerning educational/medical history.		
1.18	Prepare parent testing release permission forms for signature.		
1.19	Send or take testi		

1.20 Obtain parent signed release to allow other agencies to send/

F = Cafeteria Staff
C = Consultant
D = Doctor (M.D.)
Es = Educational Specialist
J = Janitor/Custodian
L = Language/Speech Therapist
N = Nurse
Ot = Occupational Therapist
T = Teacher
U = Unit/Ward/Cottage Staff
V = Vision Screening Specialist
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1.6	Develop or obtain map from the county denoting boundaries of school districts.		
1.7	Determine which school district shall serve as point of entry for given address.		
1.8	Establish school district of residence as single point of entry into school.		
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1.10	Obtain name and phone number of contact for referral within school district and/or county.		
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1.13	Set up file folder and index card (possibly assign case manager at this point).		
1.14	Forward referral to A & D Committee.		
1.15	Collect and review all available educational/medical records on referred child.		
1.16	Verify pupil district of residence (use forms).		
1.17	Obtain child information from parents/guardian concerning educational/medical history.		
1.18	Prepare parent testing release permission forms for signature.		
1.19	Send or take testing release or permission forms to parents.		
1.20	Obtain parent signed release to allow other agencies to send/receive case commentary and recommendation reports.		
1.21	Obtain all required child information not previously obtained.		
1.22	Set up a new pupil A & D or intake file.		
1.23	File the approval and release forms in the pupil's case file.		
1.24	Review requested information provided by parent and obtain any not received.		
1.25	Ensure testing permission forms sent to parents and received from them for each child referred.		
1.26	Place pupil on probationary program based upon previous school records.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for Task
1.27	Discuss/prepare total program enrollment information estimates.		
2.1	Travel to child's home for observation.		
2.0	**Observe the child's behavior in the home.**		
2.2	Discuss the child's behavior in the home with the parents.		
2.3	Relate home observations to BCP.		
2.4	Prepare and type a report on the home observation.		
3.0	**Observe the child's behaviors in the class.**		
3.1	Prepare and type a report on the classroom observation.		
3.2	Relate classroom observations to BCP.		
3.3	Prepare preliminary behavioral description of the child (use BCP).		
3.4	Discuss child's preliminary behav. characteristics w/staff (use BCP).		
3.5	Discuss child's prelim. behav. characteristics w/parents/guardian (use BCP)		
3.6	Prepare and type an intake summary based on 1.15, 1.21 & 3.5.		
3.7	Determine appropriate evaluative tests based on child's behav.characeristics.		
3.8	Plan diagnostic testing sessions.		
3.9	Coordinate diagnostic activities.		
3.10	Coordinate staffing for diagnostic testing sessions to avoid staff/ client conflicts.		
4.1	Visit child, if in juvenile hall, for identification or diagnostic purposes.		
4.2	Prepare letter to inform parent of planned diagnostic interview(s).		
4.3	Schedule/confirm parent & child interview for diagnostic purposes.		
4.4	Travel to child and/or parent interview.		
4.0	**Interview the child, or parent, if necessary, for diagnostic purposes.**		
4.5	Interview parent for purpose of child diagnosis.		
4.6	Relate info. obtained in interview to behav. characteristics (use BCP).		
4.7	Prepare child and/or parent interview report.		
4.8	Type, proofread, & file child and/or parent interview report.		
4.9	Discuss testing methods with psychologist, therapist, doctor.		
5.1	Schedule and confirm cases for diagnostic testing.		
5.2	Complete case loading and scheduling form for diagnostic testing.		
5.3	Discuss, prepare, and send out schedule for diagnostic testing to parents and staff involved.		
5.4	Make arrangements for room, time & materials for diagnostic testing.		
5.5	Review intake summary.		
5.6	Prepare equipment for diagnostic testing.		
5.7	Collate test materials		

	prepare total program enrollment information estimates.		
2.1	Travel to child's home for observation.		
2.0	**Observe the child's behavior in the home.**		
2.2	Discuss the child's behavior in the home with the parents.		
2.3	Relate home observations to BCP.		
2.4	Prepare and type a report on the home observation.		
3.0	**Observe the child's behaviors in the class.**		
3.1	Prepare and type a report on the classroom observation.		
3.2	Relate classroom observations to BCP.		
3.3	Prepare preliminary behavioral description of the child (use BCP).		
3.4	Discuss child's preliminary behav. characteristics w/staff (use BCP).		
3.5	Discuss child's prelim. behav. characteristics w/parents/guardian (use BCP).		
3.6	Prepare and type an intake summary based on 1.15, 1.21 & 3.5.		
3.7	Determine appropriate evaluative tests based on child's behav.characeristics.		
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4.8	Type, proofread, & file child and/or parent interview report.		
4.9	Discuss testing methods with psychologist, therapist, doctor.		
5.1	Schedule and confirm cases for diagnostic testing.		
5.2	Complete case loading and scheduling form for diagnostic testing.		
5.3	Discuss, prepare, and send out schedule for diagnostic testing to parents and staff involved.		
5.4	Make arrangements for room, time & materials for diagnostic testing.		
5.5	Review intake summary.		
5.6	Prepare equipment for diagnostic testing.		
5.7	Collate test materials.		
5.8	Review diagnostic testing procedures before use.		
5.9	Prepare instructions to be used with child before diagnostic testing.		
5.10	Attend a diagnostic testing session.		
5.0	**Transport child for diagnostic testing.**		
6.1	Discuss diagnostic testing sessions with parents/guardian.		
6.0	**Explain to child what is to occur during diagnostic testing.**		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for Task
7.1	Review case history of child prior to testing.		
7.0	**Instruct child in how to take tests, including use of the materials.**		
8.0	**Administer IQ and achievement tests.**		
8-17.1	Score and evaluate tests.		
8-17.2	Relate test data or findings to behavioral characteristics (use BCP).		
8-17.3	Prepare reports of test data, findings & recommendations.		
8-17.4	Confer with specialists to define jargon for other staff use.		
8-17.5	Type, proofread and file test reports.		
8-17.6	Make copies of all diagnostic test reports.		
8-17.7	Distribute copies of diagnostic test reports to case conference committee members.		
8-17.8	Gather and file test forms/materials.		
8-17.9	Discuss test results with parents/guardian.		
8-17.10	Attend case conference.		
8-17.11	Discuss case with testing staff.		
8-17.12	Prepare summary of diagnostic test results.		
8-17.13	Discuss available programs/schools with staff.		
8-17.14	Notify tentative program manager and/or receiving school principal of case and case discussions.		
8-17.15	Determine case manager.		
8-17.16	Discuss and determine tentative learner objectives for child based on diagnostic test results (use BCP).		
8-17.17	Retest child if lack of, or conflicting data exists.		
8-17.18	Obtain any necessary additional information.		
8-17.19	Set up procedures for matching student with appropriate program.		
8-17.20	Match tentative learner objectives to educational programs or agencies instructing in those areas (use BCP).		
8-17.21	Ensure that a pupil satisfied the eligibility requirements of Adm. Code and Ed. Code.		
8-17.22	Determine number of pupils per class. See Adm. Code Sect. 2046 for the legal maximum allowed per class.		
8-17.23	Determine number of eligible pupils expected in program this year from program or county waiting lists.		
8-17.24	Determine # of pupils presently enrolled in ea. program & in ea. class.		
8-17.25	Determine available openings for program this year. Relate program capacity to # children eligible in future to determine future needs.		
8-17.26	Determine classroom space available in appropriate programs.		
8-17.27	Determine distance and times required to transport child from various parts of county to various programs.		
8-17.28	Determine if length of travel time is counter-productive to pupil in school program.		
8-17.29	Determine availability of transportation for each program.		
8-17.30	Recommend referral of case to Mental Health Department, private		

8-17.1	Score and evaluate tests.		
8-17.2	Relate test data or findings to behavioral characteristics (use BCP).		
8-17.3	Prepare reports of test data, findings & recommendations.		
8-17.4	Confer with specialists to define jargon for other staff use.		
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8-17.11	Discuss case with testing staff.		
8-17.12	Prepare summary of diagnostic test results.		
8-17.13	Discuss available programs/schools with staff.		
8-17.14	Notify tentative program manager and/or receiving school principal of case and case discussions.		
8-17.15	Determine case manager.		
8-17.16	Discuss and determine tentative learner objectives for child based on diagnostic test results (use BCP).		
8-17.17	Retest child if lack of, or conflicting data exists.		
8-17.18	Obtain any necessary additional information.		
8-17.19	Set up procedures for matching student with appropriate program.		
8-17.20	Match tentative learner objectives to educational programs or agencies instructing in those areas (use BCP).		
8-17.21	Ensure that a pupil satisfied the eligibility requirements of Adm. Code and Ed. Code.		
8-17.22	Determine number of pupils per class. See Adm. Code Sect. 2046 for the legal maximum allowed per class.		
8-17.23	Determine number of eligible pupils expected in program this year from program or county waiting lists.		
8-17.24	Determine # of pupils presently enrolled in ea. program & in ea. class.		
8-17.25	Determine available openings for program this year. Relate program capacity to # children eligible in future to determine future needs.		
8-17.26	Determine classroom space available in appropriate programs.		
8-17.27	Determine distance and times required to transport child from various parts of county to various programs.		
8-17.28	Determine if length of travel time is counter-productive to pupil in school program.		
8-17.29	Determine availability of transportation for each program.		
8-17.30	Recommend referral of case to Mental Health Department, private school or other agency if appropriate.		
8-17.31	Recommend child placement in educational program if appropriate.		
8-17.32	Discuss recommended program with staff to determine if appropriate.		
8-17.33	Present case commentary and recommendations to district staff.		
8-17.34	Type and distribute case commentary and recommendations to appropriate individuals on staff.		
8-17.35	Distribute case commentary and recommendations to participating agencies and professionals.		

Task		Current Task ( )	Positions (symbols) Responsible for Task
8-17.36	Recommend follow-up activities such as future testing, counseling and case review (see 104.0).		
8-17.37	Develop schedule for future follow-up activities.		
8-17.38	Fill out appropriate forms to record diagnostic results & activities.		
8-17.39	Provide test information to schools, if appropriate.		
9.0	**Administer speech, language and hearing tests.**		
	See 8-17.1 through 8-17.39		
10.0	**Administer audiometric tests**		
	See 8-17.1 through 8-17.39		
11.0	**Administer visual acuity tests.**		
	See 8-17.1 through 8-17.39		
12.1	Review a perceptual problems report.		
12.0	**Administer perceptual and motor tests.**		
	See 8-17.1 through 8-17.39		
13.0	**Administer social and behavioral tests.**		
	See 8-17.1 through 8-17.39		
14.0	**Administer personality tests**		
	See 8-17.1 through 8-17.39		
15.1	Set up a pupil health file.		
15.2	Review a child's medical records.		
15.3	Prepare the medical history for a physical examination.		
15.4	Gather data necessary to up-date or complete medical history.		
15.0	**Administer physical examination.**		
	See 8-17.1 through 8-17.39		
16.0	**Administer psychiatric examination.**		
	See 8-17.1 through 8-17.39		
17.0	**Check dental condition of child formally or informally.**		

8-17.37	Develop schedule for future follow-up activities.		
8-17.38	Fill out appropriate forms to record diagnostic results & activities.		
8-17.39	Provide test information to schools, if appropriate.		
9.0	**Administer speech, language and hearing tests.**		
	See 8-17.1 through 8-17.39		
10.0	**Administer audiometric tests**		
	See 8-17.1 through 8-17.39		
11.0	**Administer visual acuity tests.**		
	See 8-17.1 through 8-17.39		
12.1	Review a perceptual problems report.		
12.0	**Administer perceptual and motor tests.**		
	See 8-17.1 through 8-17.39		
13.0	**Administer social and behavioral tests.**		
	See 8-17.1 through 8-17.39		
14.0	**Administer personality tests**		
	See 8-17.1 through 8-17.39		
15.1	Set up a pupil health file.		
15.2	Review a child's medical records.		
15.3	Prepare the medical history for a physical examination.		
15.4	Gather data necessary to up-date or complete medical history.		
15.0	**Administer physical examination.**		
	See 8-17.1 through 8-17.39		
16.0	**Administer psychiatric examination.**		
	See 8-17.1 through 8-17.39		
17.0	**Check dental condition of child formally or informally.**		
	See 8-17.1 through 8-17.39		
18.1	Discuss possible agency coordination.		
18.2	Participate in a mental health advisory board meeting.		
18.3	Meet formally w/consultants, State Dept. of Ed., Mental Hygiene, others for the mentally disordered, drug dependent, retarded, etc.		
18.4	Coordinate services w/Social Welfare Dept.,Public Health,Mental Health,etc.		
18.5	Coordinate w/sheriff's rehabilitation program.		
18.6	Discuss and plan for services provided by/with other agency.		
18.7	Attend a Child Care Commission meeting.		
18.8	Attend Family Services board meeting.		
18.9	Review placement policies.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for Task
18.10	Schedule parent/guardian conference regarding possible placement.		
18.11	Review case file before a parent/guardian meeting.		
18.12	Summarize program candidate's needs for placement.		
18.13	Travel to home (if necessary) to discuss pupil placement w/parent.		
18.0	**Talk with prospective pupil and/or parent, if necessary regarding recommended program placement.**		
18.14	Meet with pupil's parents to explain results of diagnostic test and A & D Committee's placement recommendation.		
18.15	Summarize interpretive interview with parents, type and send out to parents and appropriate staff.		
18.16	Provide detailed description of recommended prog.,class to parent/pupil.		
18.17	Prepare letter summarizing recommendation presentation to parent.		
18.18	Give receiving school principal & teacher interpretive interview.		
18.19	Explain to parent why recommended program is thought to be more beneficial than alternatives.		
18.20	Type A & D recommendations, proofread & provide to parent/guardian.		
18.21	Obtain written parent permission to follow A&D recommendations(E.C.11804)		
18.22	Request A & D Committee fill out proper authorization forms to enroll child in receiving program.		
18.23	Obtain approval or approve program placement from county, school board, county superintendent or his representative (credentialed administrator).		
18.24	File forms and notifications regarding placement procedures.		
18.25	Coordinate pertinent agency information distribution to a family.		
19.1	Prepare & type placement referral & withdrawal auth. forms & distrib.		
19.2	Prepare lists on placement recommendations (notify transportation coordinator - See 25.1).		
19.3	Confirm placement in writing w/parents,program personnel & school dist.		
19.0	**Enroll pupil in appropriate program; place name on class register.**		
19.4	Prepare/pick up class lists & review new placement files.		
19.5	Provide teacher with pupil's cum folder, tentative behavioral objectives & other information (use BCP).		
19.6	Provide nurses & school administrator w/tentative behavioral objectives and other information (use BCP).		
19.7	Prepare a letter of referral.		
19.8	Forward referrals and records to other staff, schools, agencies.		
20.0	**Observe pupil's needs to determine staff in-service requirements and prepare preliminary budget.**		
20.1	Discuss/plan for in-service w/training experts, staff, administrator.		

18.10	Schedule parent/guardian conference regarding possible placement.		
18.11	Review case file before a parent/guardian meeting.		
18.12	Summarize program candidate's needs for placement.		
18.13	Travel to home (if necessary) to discuss pupil placement w/parent.		
18.0	**Talk with prospective pupil and/or parent, if necessary regarding recommended program placement.**		
18.14	Meet with pupil's parents to explain results of diagnostic test and A & D Committee's placement recommendation.		
18.15	Summarize interpretive interview with parents, type and send out to parents and appropriate staff.		
18.16	Provide detailed description of recommended prog.,class to parent/pupil.		
18.17	Prepare letter summarizing recommendation presentation to parent.		
18.18	Give receiving school principal & teacher interpretive interview.		
18.19	Explain to parent why recommended program is thought to be more beneficial than alternatives.		
18.20	Type A & D recommendations, proofread & provide to parent/guardian.		
18.21	Obtain written parent permission to follow A&D recommendations(E.C.11804)		
18.22	Request A & D Committee fill out proper authorization forms to enroll child in receiving program.		
18.23	Obtain approval or approve program placement from county, school board, county superintendent or his representative (credentialed administrator).		
18.24	File forms and notifications regarding placement procedures.		
18.25	Coordinate pertinent agency information distribution to a family.		
19.1	Prepare & type placement referral & withdrawal auth. forms & distrib.		
19.2	Prepare lists on placement recommendations (notify transportation coordinator - See 25.1).		
19.3	Confirm placement in writing w/parents,program personnel & school dist.		
19.0	**Enroll pupil in appropriate program: place name on class register.**		
19.4	Prepare/pick up class lists & review new placement files.		
19.5	Provide teacher with pupil's cum folder, tentative behavioral objectives & other information (use BCP).		
19.6	Provide nurses & school administrator w/tentative behavioral objectives and other information (use BCP).		
19.7	Prepare a letter of referral.		
19.8	Forward referrals and records to other staff, schools, agencies.		
20.0	**Observe pupil's needs to determine staff in-service requirements and prepare preliminary budget.**		
20.1	Discuss/plan for in-service w/training experts, staff, administrator.		
20.2	Prepare report regarding staff (incl. therapists') in-service needs.		
20.3	Get approval for in-service training. Set up/plan budget.		
20.4	Discuss, plan, confirm, & schedule in-service w/staff & administrator		
20.5	Arrange for in-service training workshop(s) to be set up in county.		
20.6	Apply for participation in in-service training (workshop, visitation, conference, etc.).		
20.7	Prepare & read materials for in-service (workshop, visitation, etc.).		
20.8	Travel/drive to scheduled meeting.		
20.9	Attend/conduct in-service workshops, visitations, etc.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for Task
20.10	Present materials at in-service meetings.		
20.11	Disseminate materials/methods/information at in-service meetings.		
20.12	Document & discuss w/others, ideas presented at in-service meetings.		
20.13	Administer/supervise in-service (workshops, visitation, etc.).		
20.14	Evalute in-service training.		
20.15	Prepare billings for in-service training.		
20.16	Read general & professional literature on Ed. Code, education, first aid, etc. to maintain professional competence.		
20.17	Attend professional meeting(s) to maintain professional competence.		
20.18	Meet with legislator(s) and work on legislation.		
20.19	Discuss legislation and code regulations with staff.		
20.20	Obtain approval & meet with a student teacher to discuss program.		
20.21	Discuss other programs/schools with staff for staff placement and curriculum suggestions.		
20.22	Train, or explain procedures to volunteers regarding program.		
21.0	**Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.**		
21.1	Coordinate/plan staff work assignments.		
21.2	Type and prepare work assignment schedule.		
21.3	Prepare a report/request for additional personnel.		
21.4	Discuss hiring needs w/staff (teachers, psychologists, aides, etc.).		
21.5	Review and discuss salary survey and schedule.		
21.6	Interview job applicants.		
21.7	Hire new staff.		
21.8	Take required medical exam and/or TB test for job.		
21.9	Hire consultants.		
21.10	Discuss program procedures and services available to staff.		
21.11	Discuss retirement program with supervisor and staff.		
21.12	Conduct orientation for new staff.		
21.13	Attend meeting on employer/employee relations.		
21.14	Discuss personnel problems with staff.		
21.15	Counsel staff member regarding personal problems.		
21.16	Attend meeting of personnel commission regarding hiring,firing & salary.		
21.17	Coordinate credentials renewal and appropriateness.		
21.18	Attend payroll meeting with business office.		
21.19	Discuss departures from work, working hours, illness, personal business.		
21.20	Locate and arrange for substitutes to cover staff absence.		
21.21	Organize materials for substitute(s).		
21.22	Provide/plan substitute staff orientation/training.		
21.23	Complete, compute and submit time sheets, absence reports.		
21.24	Review and approve time sheets.		

0.10 Present materials at in-service meetings.
20.11 Disseminate materials/methods/information at in-service meetings.
20.12 Document & discuss w/others, ideas presented at in-service meetings.
20.13 Administer/supervise in-service (workshops, visitation, etc.).
20.14 Evalute in-service training.
20.15 Prepare billings for in-service training.
20.16 Read general & professional literature on Ed. Code, education, first aid, etc. to maintain professional competence.
20.17 Attend professional meeting(s) to maintain professional competence.
20.18 Meet with legislator(s) and work on legislation.
20.19 Discuss legislation and code regulations with staff.
20.20 Obtain approval & meet with a student teacher to discuss program.
20.21 Discuss other programs/schools with staff for staff placement and curriculum suggestions.
20.22 Train, or explain procedures to volunteers regarding program.

21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.

21.1 Coordinate/plan staff work assignments.
21.2 Type and prepare work assignment schedule.
21.3 Prepare a report/request for additional personnel.
21.4 Discuss hiring needs w/staff (teachers, psychologists, aides, etc.).
21.5 Review and discuss salary survey and schedule.
21.6 Interview job applicants.
21.7 Hire new staff.
21.8 Take required medical exam and/or TB test for job.
21.9 Hire consultants.
21.10 Discuss program procedures and services available to staff.
21.11 Discuss retirement program with supervisor and staff.
21.12 Conduct orientation for new staff.
21.13 Attend meeting on employer/employee relations.
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21.15 Counsel staff member regarding personal problems.
21.16 Attend meeting of personnel commission regarding hiring,firing & salary.
21.17 Coordinate credentials renewal and appropriateness.
21.18 Attend payroll meeting with business office.
21.19 Discuss departures from work, working hours, illness, personal business.
21.20 Locate and arrange for substitutes to cover staff absence.
21.21 Organize materials for substitute(s).
21.22 Provide/plan substitute staff orientation/training.
21.23 Complete, compute and submit time sheets, absence reports.
21.24 Review and approve time sheets.
21.25 Coordinate staff payments with business office.
21.26 Process and prepare consultant's claim forms.
21.27 Prepare billing and invoicing for staff and consultant payments.

22.1 Inspect facility and grounds.
22.2 Prepare a status report on building and grounds.

22.0 Observe pupil's needs to determine facilities requirements and prepare preliminary budget.

22.3 Determine the required building area per code requirements.

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
22.4	Locate & inspect facility & grounds to determine if they satisfy pupil needs.		
22.5	Secure required facilities.		
22.6	Plan (or help plan) use of new & existing buildings & facilities.		
22.7	Discuss & arrange for installation of safety equipment.		
22.8	Discuss/prepare rental agreements, discuss problems.		
22.9	Coordinate/plan moving of facilities/offices.		
22.10	Discuss & approve facility construction plans w/staff, administrator.		
22.11	Inspect progress of new facility construction.		
22.12	Ensure completion of new facility.		
22.13	Attend meeting regarding building maintenance.		
22.14	Check on/note security/vandalism.		
22.15	Make report on stolen equipment/materials; review procedures.		
22.16	Prepare request regarding building repair and maintenance.		
22.17	Coordinate custodial services.		
22.18	Clean up class, bathroom, coffee area. (Provide room maintenance.)		
22.19	Clean up the office, put away equipment, etc.		
22.20	Dust and clean furniture and fixtures.		
22.21	Repair and maintain program facility.		
22.22	Order and request installation of new fixtures (lights,plumbing,etc.).		
22.23	Arrange for plumbing repair and inspection.		
23.1	Notify school that new pupil is coming for tour of facilities.		
23.0	**Tour the school facilities with a new pupil and parent.**		
24.0	**Introduce pupil and parents to pupil's teacher and explain some of the class activities.**		
24.1	Discuss pupil's school schedule with parents.		
25.1	Notify transportation coordinator of child's name, address, sex, birthdate, age, special needs, school he is to attend and start date.		
25.2	Notify the business office of child's name, address and start date for accounting purposes.		
25.3	Schedule bus/transportation for the pupil.		
25.4	Inform teacher of scheduled arrival time of new pupil.		
25.5	Discuss need for additional bus capability (buses and equipment) with staff, parents, administrator.		
25.6	Coordinate requests for bus drivers.		
25.7	Prepare/warm up vehicle, check mileage.		
25.0	**Pick up pupil at home, take to school.**		
25.8	Discuss general transportation problems w/staff, parents, administrator.		

22.4	Locate & inspect facility & grounds to determine if they satisfy pupil needs.		
22.5	Secure required facilities.		
22.6	Plan (or help plan) use of new & existing buildings & facilities.		
22.7	Discuss & arrange for installation of safety equipment.		
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25.3	Schedule bus/transportation for the pupil.		
25.4	Inform teacher of scheduled arrival time of new pupil.		
25.5	Discuss need for additional bus capability (buses and equipment) with staff, parents, administrator.		
25.6	Coordinate requests for bus drivers.		
25.7	Prepare/warm up vehicle, check mileage.		
25.0	**Pick up pupil at home, take to school.**		
25.8	Discuss general transportation problems w/staff, parents, administrator.		
26.1	Open and lock up building (doors and windows).		
26.2	Lock up and/or open classrooms.		
26.3	Sign in/out, collect keys, read messages, etc.		
26.4	Wait for bus arrival.		
26.0	**Transfer pupil from bus to classroom & from classroom to classroom.**		
27.1	Plan and organize personal daily activities.		
27.0	**Welcome pupil into classroom.**		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
27.2	Supervise opening exercises (salute, sing, etc.).		
27.3	Prepare list of pupil names.		
27.4	Prepare and keep class lists.		
27.5	Prepare and keep class caseload lists.		
27.6	Take roll.		
27.7	Check daily register and attendance reports.		
27.8	Complete, compute and submit ADA registers.		
27.9	Review and approve ADA registers.		
27.10	Prepare/type ADA reports and/or memos.		
27.11	Take lunch count. Collect & count lunch and/or milk money. Keep records.		
27.12	Maintain pupil records in cum folder.		
28.1	Research literature on pupil behavioral characteristics.		
28.2	Study pupil's BCP chart, review tentative objectives from case commentary.		
28.3	Determine who will aid in pupil observation. Set up observation schedule.		
28.4	Determine & secure materials, supplies needed for pupil observation.		
28.5	Set up observation materials/situations and activities.		
28.0	**Observe pupil behavior on BCP strands.**		
28.6	Validate pupil placement according to behavioral characteristics.		
28.7	Record pupil behavioral characteristics in BCP booklet.		
28.8	Recommend pupil be reassessed (return to 8.0-17.0).		
28.9	Transfer all BCP booklet information to chart.		
28.10	Attend staff meeting to confer on learner objectives for the pupil.		
28.11	Meet with consultants regarding goals and objectives.		
28.12	Review cum folder & behavioral characteristics w/staff (use BCP).		
28.13	Determine learner objectives for pupil.		
28.14	Display learner objectives on BCP chart.		
28.15	Complete learner objectives worksheet for pupil.		
28.16	Type or write learner objectives onto worksheet.		
28.17	Distribute learner objectives worksheets to appropriate places/persons.		
28.18	Discuss instructional methods to attain learner objectives w/staff.		
28.19	Determine which instructional method is most compatible with materials, resources, persons.		
28.20	Discuss with staff ideas on instructional materials/equipment appropriate for method chosen.		
28.21	Discuss therapy or instructional rationale, methods w/child, parents.		
28.22	Discuss need for home therapy or instruction for a child with parents using BCP objectives as basis.		
28.23	Evaluate materials/equipment. Choose most appropriate ones.		
28.24	Summarize program equipment and materials needs.		
28.25	Construct materials/equipment for use in the classroom.		

27.2	Supervise opening exercises (salute, sing, etc.).		
27.3	Prepare list of pupil names.		
27.4	Prepare and keep class lists.		
27.5	Prepare and keep class caseload lists.		
27.6	Take roll.		
27.7	Check daily register and attendance reports.		
27.8	Complete, compute and submit ADA registers.		
27.9	Review and approve ADA registers.		
27.10	Prepare/type ADA reports and/or memos.		
27.11	Take lunch count. Collect & count lunch and/or milk money. Keep records.		
27.12	Maintain pupil records in cum folder.		
28.1	Research literature on pupil behavioral characteristics.		
28.2	Study pupil's BCP chart, review tentative objectives from case commentary.		
28.3	Determine who will aid in pupil observation. Set up observation schedule.		
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28.9	Transfer all BCP booklet information to chart.		
28.10	Attend staff meeting to confer on learner objectives for the pupil.		
28.11	Meet with consultants regarding goals and objectives.		
28.12	Review cum folder & behavioral characteristics w/staff (use BCP).		
28.13	Determine learner objectives for pupil.		
28.14	Display learner objectives on BCP chart.		
28.15	Complete learner objectives worksheet for pupil.		
28.16	Type or write learner objectives onto worksheet.		
28.17	Distribute learner objectives worksheets to appropriate places/persons.		
28.18	Discuss instructional methods to attain learner objectives w/staff.		
28.19	Determine which instructional method is most compatible with materials, resources, persons.		
28.20	Discuss with staff ideas on instructional materials/equipment appropriate for method chosen.		
28.21	Discuss therapy or instructional rationale, methods w/child, parents.		
28.22	Discuss need for home therapy or instruction for a child with parents using BCP objectives as basis.		
28.23	Evaluate materials/equipment. Choose most appropriate ones.		
28.24	Summarize program equipment and materials needs.		
28.25	Construct materials/equipment for use in the classroom.		
28.26	Prepare an instructional materials introduction.		
28.27	Work on a research project to develop new methods, materials. Review work on lesson development.		
28.28	Determine location of materials/equipment.		
28.29	Coordinate the moving of available materials/equipment.		
28.30	Coordinate the installation of available materials/equipment.		
28.31	Inform &/or instruct staff on the use of available materials/equipment.		
28.32	Conduct materials/equipment research, using catalogues.		
28.33	Check prices/secure quotes on material/equipment to be ordered.		
28.34	Prepare and type purchase requisitions for materials/equipment.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
28.35	Resolve questions regarding purchase requisitions.		
28.36	Purchase materials/equipment; make change orders adjustments.		
28.37	Purchase materials/equipment from local store.		
28.38	Pick up and/or deliver materials/equip. Distribute materials to staff.		
28.39	Coordinate training in and use of instructional materials.		
28.40	Provide or receive instruction in operating new classroom materials/equipment.		
28.41	Set up materials/equipment storage.		
28.42	Store materials/equipment.		
28.43	Repair materials/equipment.		
28.44	Discuss/review materials & equipment ordering procedures.		
29.1	Take and report inventory on state text books.		
29.2	Take inventory on instructional testing equipment.		
29.3	Review case conference and information for lesson planning.		
29.4	Confer with staff to validate learner objectives.		
29.0	**Confer with pupil to validate his learner objectives.**		
29.5	Confer with parent/guardian regarding child's learner objectives.		
29.6	Determine with parent/guardian home objectives for child.		
29.7	Document parent/guardian conference.		
29.8	Revise learner objectives according to pupil, staff, parent input.		
29.9	Locate and secure program literature.		
29.10	Attend meeting on curriculum development.		
29.11	Prepare and locate home instruction materials for parents.		
29.12	Review information, materials from in-service meeting.		
29.13	Prepare individual lesson plans inc. objectives,methods & materials.		
29.14	Discuss daily lesson plans with other staff. Revise plan according to staff feedback.		
29.15	Secure approval from parents regarding class activities, if necessary.		
29.16	Lay out and organize class materials/equipment.		
29.17	Copy literature for preparation of instructional dittos, etc.		
29.18	Prepare instructional dittos, handouts, etc.		
29.19	Arrange and move furniture for daily class activity.		
29.20	Review and approve films and movies.		
29.21	Obtain, set up and operate available audio visual equipment.		
29.22	Obtain, set up and operate or use available instr. materials/equipment.		
29.23	Determine tasks aides or volunteers are to perform in class.		
29.24	Instruct aides or volunteers in program rules, their duties and in pupil learner objectives.		
29.25	Distribute materials to pupils for instruction.		

28.35	Resolve questions regarding purchase requisitions.		
28.36	Purchase materials/equipment; make change orders adjustments.		
28.37	Purchase materials/equipment from local store.		
28.38	Pick up and/or deliver materials/equip. Distribute materials to staff.		
28.39	Coordinate training in and use of instructional materials.		
28.40	Provide or receive instruction in operating new classroom materials/equipment.		
28.41	Set up materials/equipment storage.		
28.42	Store materials/equipment.		
28.43	Repair materials/equipment.		
28.44	Discuss/review materials & equipment ordering procedures.		
29.1	Take and report inventory on state text books.		
29.2	Take inventory on instructional testing equipment.		
29.3	Review case conference and information for lesson planning.		
29.4	Confer with staff to validate learner objectives.		
29.0	**Confer with pupil to validate his learner objectives.**		
29.5	Confer with parent/guardian regarding child's learner objectives.		
29.6	Determine with parent/guardian home objectives for child.		
29.7	Document parent/guardian conference.		
29.8	Revise learner objectives according to pupil, staff, parent input.		
29.9	Locate and secure program literature.		
29.10	Attend meeting on curriculum development.		
29.11	Prepare and locate home instruction materials for parents.		
29.12	Review information, materials from in-service meeting.		
29.13	Prepare individual lesson plans inc. objectives,methods & materials.		
29.14	Discuss daily lesson plans with other staff. Revise plan according to staff feedback.		
29.15	Secure approval from parents regarding class activities, if necessary.		
29.16	Lay out and organize class materials/equipment.		
29.17	Copy literature for preparation of instructional dittos, etc.		
29.18	Prepare instructional dittos, handouts, etc.		
29.19	Arrange and move furniture for daily class activity.		
29.20	Review and approve films and movies.		
29.21	Obtain, set up and operate available audio visual equipment.		
29.22	Obtain, set up and operate or use available instr. materials/equipment.		
29.23	Determine tasks aides or volunteers are to perform in class.		
29.24	Instruct aides or volunteers in program rules, their duties and in pupil learner objectives.		
29.25	Distribute materials to pupils for instruction.		
30.1	Discuss and review CTA activities.		
30.2	Attend a CEC meeting or other organizational meetings.		
30.3	Attend a community action Board meeting.		
30.4	Attend general program-wide staff/program meeting & discussion(s).		
30.5	Discuss county office services to schools.		
30.6	Attend teacher advisory council meeting.		
30.7	Prepare materials for meetings.		
30.8	Plan or attend regional center meetings.		
30.9	Take minutes for a meeting.		
30.10	Type and prepare meeting notes.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
30.11	Attend a PTA or other parent-staff meeting.		
30.12	Coordinate program public relations.		
30.13	Direct or supervise personnel.		
30.0	**Administer program to satisfy learner objectives.**		
30.14	Make telephone calls.		
30.15	Receive telephone calls and read messages.		
30.16	Log and account for calls on monthly report.		
30.17	Take/review dictation.		
30.18	Prepare/transcribe, type reports, memos and correspondence.		
30.19	Proofread reports.		
30.20	Read or prepare mail, envelopes, stamps; send out.		
30.21	Prepare and proof dittos; make copies.		
30.22	Prepare/make photocopies.		
30.23	Collate materials.		
30.24	Prepare/review administrative correspondence.		
30.25	Determine routing of mail to staff.		
30.26	Distribute mail to staff.		
30.27	Relieve outside receptionist at her desk.		
30.28	Keep pupils' files up to date.		
31.1	Escort pupils to/from a clinic or special prog. for treatment/therapy.		
31.0	**Observe pupil to supervise or monitor his activities.**		
31.2	Supervise playground activities.		
31.3	Supervise physical Ed. and/or exercises.		
31.4	Supervise pupil during movie, T.V. viewing.		
31.5	Supervise during rest periods, breaks, recess, recreational activities.		
31.6	Supervise pupil during testing.		
31.7	Supervise during assembly or assembly performances.		
31.8	Supervise during class photos.		
31.9	Supervise token economy operations.		
31.10	Arrange for & supervise field trips which accomplish learner objectives.		
31.11	Supervise tour and visiting of school facilities.		
32.1	Make requests for health information publications.		
32.2	Review medical records.		
32.3	Complete a health history form (collate/file).		
32.4	Secure information regarding health requirements.		
32.5	Complete pupil medication forms.		
32.6	Give advice to staff regarding medication to give pupil.		
32.0	**Instruct and supervise pupil in health skills.**		

30.12	Coordinate program public relations.		
30.13	Direct or supervise personnel.		
30.0	**Administer program to satisfy learner objectives.**		
30.14	Make telephone calls.		
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31.11	Supervise tour and visiting of school facilities.		
32.1	Make requests for health information publications.		
32.2	Review medical records.		
32.3	Complete a health history form (collate/file).		
32.4	Secure information regarding health requirements.		
32.5	Complete pupil medication forms.		
32.6	Give advice to staff regarding medication to give pupil.		
32.0	**Instruct and supervise pupil in health skills.**		
32.7	Give pupil general health information & instruction re: taking medicine.		
32.8	Demonstrate health care skills.		
32.9	Discuss health problems with pupils.		
32.10	Discuss weight problems of a pupil.		
32.11	Prepare a discussion on diet (general).		
32.12	Discuss with pupil, medication to be taken at school.		
32.13	Administer or supervise taking of medication in school.		
32.14	Send sick child home; call parents, arrange transportation;transport.		
32.15	Visit parents at home regarding pupil's health.		

Task		Current Task ( )	Positions (symbols) Responsible for task
32.16	Discuss pupil foster home placement with staff.		
32.17	Prepare a foster placement history.		
32.18	Talk to foster parents regarding taking handicapped child.		
32.19	Discuss/check on absent pupil; contact parent.		
32.20	Discuss/check on pupil missing from class.		
32.21	Locate lost child, contact parent/police.		
33.0	**Instruct and supervise pupil in attendance/promptness skills.**		
34.1	Attend a nutrition meeting.		
34.2	Administer and plan meal (e.g., hot lunch) or food program.		
34.3	Order and prepare lunches (lay out food).		
34.4	Pick up and deliver lunches.		
34.0	**Instruct and supervise pupil in feeding/eating skills.**		
35.0	**Instruct and supervise pupil in drinking skills.**		
36.0	**Instruct and supervise pupil in toileting skills.**		
36.1	Change pupil diapers.		
37.1	Prepare discussion on grooming and diet.		
37.0	**Instruct and supervise pupil in grooming skills.**		
37.2	Wash and clean pupils' clothing.		
38.0	**Instruct and supervise pupil in dressing skills.**		
39.0	**Instruct and supervise pupil in undressing skills.**		
40.0	**Instruct and supervise pupil in nasal hygiene skills.**		
41.1	Coordinate dental fee payments, if appropriate.		
41.2	Examine pupil to determine dental care needs.		
41.3	Give pupil dental exam (formal or informal).		
41.4	Refer pupil for dental care.		
41.5	Discuss/review dental care procedures with staff.		
41.0	**Instruct and supervise pupil in oral hygiene.**		
41.6	Follow up on dental care given a pupil.		
42.0	**Instruct and supervise pupil in self-identification.**		
43.0	**Instruct and supervise pupil in sensory perception.**		

32.17	Prepare a foster placement history.		
32.18	Talk to foster parents regarding taking handicapped child.		
32.19	Discuss/check on absent pupil; contact parent.		
32.20	Discuss/check on pupil missing from class.		
32.21	Locate lost child, contact parent/police.		
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37.1	Prepare discussion on grooming and diet.		
37.0	**Instruct and supervise pupil in grooming skills.**		
37.2	Wash and clean pupils' clothing.		
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41.4	Refer pupil for dental care.		
41.5	Discuss/review dental care procedures with staff.		
41.0	**Instruct and supervise pupil in oral hygiene.**		
41.6	Follow up on dental care given a pupil.		
42.0	**Instruct and supervise pupil in self-identification.**		
43.0	**Instruct and supervise pupil in sensory perception.**		
44.1	Discuss routing and audiometric procedures regarding follow-up.		
44.2	Move or park audiometric unit (bus, van).		
44.3	Install, set up audiometer, head sets, equipment.		
44.4	Calibrate and check audiometer and equipment.		
44.5	Instruct student monitors how to record hearing tests.		
44.6	Give hearing test instruction to pupil.		
44.7	Conduct hearing tests with groups and individual pupils.		
44.8	Graph pupil audiograms.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
44.9	Prepare county and state reports on hearing program.		
44.10	Review hearing tests results.		
44.11	Discuss hearing problems with staff, parent/guardian.		
44.0	**Instruct and supervise pupil in auditory perception.**		
44.12	Determine need for audiometric testing if different than regularly required and scheduled testing.		
44.13	Refer pupils for hearing screening.		
44.14	Contact the nurse or audiometrist regarding hearing testing & info.		
45.1	Arrange for eye exams for pupil(s).		
45.2	Give eye examination instructions to pupil.		
45.3	Perform eye examinations on pupils.		
45.4	Prepare papers regarding eye exam & distribute to appropriate staff.		
45.5	Prepare report on vision screening for the State.		
45.6	Give eye tests to pupils using Snellen chart or other method.		
45.7	Discuss visual problem with parent/guardian, pupil, staff.		
45.0	**Instruct and supervise pupil in Visual Motor I skills.**		
46.0	**Instruct and supervise pupil in Visual Motor II skills.**		
47.1	Discuss physical therapy prog. at school w/staff using BCP obj. as basis.		
47.0	**Instruct and supervise pupil in Gross Motor I skills.**		
48.0	**Instruct and supervise pupil in Gross Motor II skills.**		
49.1	Consult w/speech therapist re: pre-articulation problems,methods,materials.		
49.0	**Instruct and supervise pupil in pre-articulation skills.**		
50.1	Discuss tongue movement & position (demonstrate) w/pupil,parents,staff.		
50.2	Discuss with pupil and parents the pupil's articulation problem, using BCP for reference.		
50.0	**Instruct and supervise pupil in articulation skills.**		
51.0	**Instruct and supervise pupil in language comprehension skills.**		
52.1	Review history of child's language development and behavioral problems, including the BCP.		
52.2	Review speech & language test records & BCP speech strands re: pupil needs.		
52.3	Discuss child's referral for speech therapy (need) with parents, using BCP as reference.		

44.10	Review hearing tests results.		
44.11	Discuss hearing problems with staff, parent/guardian.		
44.0	**Instruct and supervise pupil in auditory perception.**		
44.12	Determine need for audiometric testing if different than regularly required and scheduled testing.		
44.13	Refer pupils for hearing screening.		
44.14	Contact the nurse or audiometrist regarding hearing testing & info.		
45.1	Arrange for eye exams for pupil(s).		
45.2	Give eye examination instructions to pupil.		
45.3	Perform eye examinations on pupils.		
45.4	Prepare papers regarding eye exam & distribute to appropriate staff.		
45.5	Prepare report on vision screening for the State.		
45.6	Give eye tests to pupils using Snellen chart or other method.		
45.7	Discuss visual problem with parent/guardian, pupil, staff.		
45.0	**Instruct and supervise pupil in Visual Motor I skills.**		
46.0	**Instruct and supervise pupil in Visual Motor II skills.**		
47.1	Discuss physical therapy prog. at school w/staff using BCP obj. as basis.		
47.0	**Instruct and supervise pupil in Gross Motor I skills.**		
48.0	**Instruct and supervise pupil in Gross Motor II skills.**		
49.1	Consult w/speech therapist re: pre-articulation problems,methods,materials.		
49.0	**Instruct and supervise pupil in pre-articulation skills.**		
50.1	Discuss tongue movement & position (demonstrate) w/pupil,parents,staff.		
50.2	Discuss with pupil and parents the pupil's articulation problem, using BCP for reference.		
50.0	**Instruct and supervise pupil in articulation skills.**		
51.0	**Instruct and supervise pupil in language comprehension skills.**		
52.1	Review history of child's language development and behavioral problems, including the BCP.		
52.2	Review speech & language test records & BCP speech strands re: pupil needs.		
52.3	Discuss child's referral for speech therapy (need) with parents, using BCP as reference.		
52.4	Discuss/define speech & language therapy objectives for child w/staff,parents		
52.5	Conduct a parent conference regarding speech and language development, using BCP as reference.		
52.0	**Instruct and supervise pupil in language development skills.**		
52.6	Discuss/arrange speech & language therapy sched. w/pupil,parents,staff.		
52.7	Discuss with teacher language development methods used in classroom. Relate method to specific objectives.		
52.8	Prepare speech and language therapy materials.		

TBC TASK LIST

Task		Current Task ( )	Positions (svmbols) Responsible for task
52.9	Provide speech and language stimulation and therapy to a pupil.		
52.10	Provide speech and language therapy to a group of pupils.		
52.11	Evaluate a speech and language therapy session.		
52.12	Prepare speech and language evaluations using BCP for reference.		
52.13	Type/transcribe/ditto speech and language evaluations.		
52.14	Present new speech/therapy case to A&D committee. Use BCP strands.		
53.0	**Instruct and supervise pupil in listening skills.**		
54.1	Check on/observe new pupil's adjustment to class.		
54.0	**Instruct and supervise pupil in adaptive behavior skills.**		
54.2	Check on pupil studying out of class.		
55.1	Prepare counseling information reports.		
55.2	Determine counseling needs with parents/staff.		
55.3	Discuss parent/student problems with police, social / community worker, probation officer.		
55.4	Discuss suspension of pupil with staff, parents, pupil.		
55.5	Confer with parents on readmission of suspended pupil.		
55.6	Discuss pupil behavior at home with parent/guardian (home visit).		
55.7	Calm, settle down children.		
55.0	**Instruct and supervise pupil in impulse control skills.**		
55.8	Discuss problems affecting behavior with pupil(s).		
55.9	Discuss the problems of the day (gripes) with pupil.		
55.10	Discuss drug use with students--possible problems.		
55.11	Counsel a student by telephone regarding drug, family, other problems.		
55.12	Discuss behavior modification techniques with staff.		
55.13	Plan disciplinary procedures to be used in program and/or class.		
55.14	Prepare isolation area for student.		
55.15	Control pupil problem behaviors and acting out.		
55.16	Control/settle argument/fight between pupils.		
55.17	Send pupil to office (outside/home) to control behavior.		
55.18	Report disciplinary procedures to office.		
55.19	Confer with psychologist, nurse, therapist regarding parent counseling.		
55.20	Set up a meeting for home visit.		
55.21	Discuss classroom behavior of a pupil with parents.		
55.22	Visit home to discuss pupil's return to school with parent.		
56.0	**Instruct and supervise pupil in interpersonal relations skills.**		
56.1	Direct and supervise a group meeting		

		( ) for task	
52.9	Provide speech and language stimulation and therapy to a pupil.		
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53.0	**Instruct and supervise pupil in listening skills.**		
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55.18	Report disciplinary procedures to office.		
55.19	Confer with psychologist, nurse, therapist regarding parent counseling.		
55.20	Set up a meeting for home visit.		
55.21	Discuss classroom behavior of a pupil with parents.		
55.22	Visit home to discuss pupil's return to school with parent.		
56.0	**Instruct and supervise pupil in interpersonal relations skills.**		
56.1	Direct and supervise a group meeting.		
57.0	**Instruct and supervise pupil in responsible behaviors skills.**		
57.1	Instruct and supervise pupil in planning own educational or work program.		
58.1	Attend a Red Cross first aid meeting.		
58.0	**Instruct and supervise pupil in personal welfare skills.**		
58.2	Supervise fire drill.		
58.3	Discuss the safety of children with staff.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
59.0	**Instruct and supervise pupil in self-confidence skills.**		
59.1	Soothe/comfort pupil who is distressed.		
59.2	Discuss pupil's new class experience with parent and/or student.		
59.3	Counsel pupil about problems with parents at home.		
59.4	Discuss a personal topic with a pupil, including health.		
59.5	Counsel student group about individual problems.		
60.0	**Instruct and supervise pupil in honesty skills.**		
61.0	**Instruct and supervise pupil in social speech skills.**		
62.0	**Instruct and supervise pupil in social eating skills.**		
62.1	Discuss pupil's diet with staff.		
63.0	**Instruct and supervise pupil in attention span skills.**		
64.0	**Instruct and supervise pupil in task completion skills.**		
64.1	Instruct in behaviors required for efficient test taking.		
65.0	**Instruct and supervise pupil in reading skills.**		
65.1	Instruct and supervise in preparation of book reports, oral & written.		
65.2	Test applied phonics skills.		
66.0	**Instruct and supervise pupil in math skills.**		
66.1	Instruct and supervise pupil in higher math (algebra, geometry,calculus,etc.		
67.0	**Instruct and supervise pupil in practical math skills.**		
68.0	**Instruct and supervise pupil in writing skills.**		
69.0	**Instruct and supervise pupil in spelling skills.**		
70.0	**Instruct and supervise pupil in reasoning skills.**		
71.0	**Instruct and supervise pupil in music and rhythm skills.**		
72.0	**Instruct and supervise pupil in art and crafts skills.**		
73.0	**Instruct and supervise pupil in pre-vocational skills.**		
73.1	Help student obtain social security number.		

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59.1	Soothe/comfort pupil who is distressed.		
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70.0	**Instruct and supervise pupil in reasoning skills.**		
71.0	**Instruct and supervise pupil in music and rhythm skills.**		
72.0	**Instruct and supervise pupil in art and crafts skills.**		
73.0	**Instruct and supervise pupil in pre-vocational skills.**		
73.1	Help student obtain social security number.		
73.2	Counsel and evaluate work/behavior with pupil.		
74.0	**Instruct and supervise pupil in kitchen skills.**		
75.0	**Instruct and supervise pupil in homemaking skills.**		
76.0	**Instruct and supervise pupil in outdoor skills.**		
77.0	**Instruct and supervise pupil in sewing skills.**		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
78.0	**Instruct and supervise pupil in office skills (typing, adding machine).**		
79.0	**Instruct and supervise pupil in driver education.**		
80.1	Discuss sex education with staff.		
80.2	Schedule parent meetings to discuss sex education program.		
80.3	Meet with parents to discuss sex education program.		
80.0	**Instruct and supervise pupil in sex education.**		
81.1	Explain/discuss first aid care and follow-up to staff.		
81.2	Schedule first aid classes with staff.		
81.3	Conduct firstaid classes with staff.		
81.0	**Instruct and supervise pupil in first aid.**		
82.1	Guide visitors through Farm/Sheltered Workshop program.		
[illegible]2.0	**Instruct and supervise pupil in animal husbandry and care.**		
82.2	Discuss care and feeding of animals.		
82.3	Care for class pets.		
82.4	Maintain records regarding sheltered workshop production.		
83.0	**Instruct and supervise pupil in construction of equipment and tools.**		
84.0	**Instruct and supervise pupil in maintenance & repair of household tools/appliances.**		
85.0	**Instruct and supervise pupil in the safe use of farm tools.**		
86.0	**Instruct and supervise pupil in use and care of audio-visual equipment.**		
87.0	**Instruct and supervise pupil in journalism, working on a school newspaper.**		
88.0	**Instruct and supervise pupil in public speaking and drama.**		
89.0	**Instruct and supervise pupil in current events.**		
89.1	Discuss/coordinate student government project/activities.		
90.0	**Instruct and supervise pupil in free time activities & use of free time.**		
91.0	**Instruct and supervise pupil in English, grammar and composition.**		

		( )	for task
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89.0	**Instruct and supervise pupil in current events.**		
89.1	Discuss/coordinate student government project/activities.		
90.0	**Instruct and supervise pupil in free time activities & use of free time.**		
91.0	**Instruct and supervise pupil in English, grammar and composition.**		
92.0	**Instruct and supervise pupil in science (biological,chemical,physical).**		
93.0	**Instruct and supervise pupil in social sciences.**		
94.0	**Instruct and supervise pupil in foreign languages.**		
95.0	**Instruct and supervise pupil in braille skills.**		
96.0	**Instruct and supervise pupil in sign language skills.**		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
97.0	**Instruct and supervise pupil in fingerspelling skills.**		
98.0	**Instruct and supervise pupil in speechreading skills.**		
99.0	**Instruct and supervise pupil in Orientation I and II skills.**		
100.0	**Instruct and supervise pupil in Mobility I and II skills.**		
101.1	Determine orthopedic equipment needs.		
101.2	Ensure that orthopedic devices are available to cover program needs.		
101.0	**Instruct and supervise pupil in wheelchair use & orthopedic equipment use skills.**		
102.0	**Instruct and supervise pupil in swimming skills.**		
103.0	**Instruct and supervise pupil in posture skills.**		
104.1	Make parent contact regarding need for diagnostic follow-up.		
104.0	**Carry out follow-up activities as recommended by case conference and A & D Committee (see 8-17.36).**		
104.2	Record follow-up results and send to appropriate staff.		
104.3	Review case files before a staff meeting.		
104.4	Review specific case before presentation to staff.		
104.5	Review a case file prior to evaluation.		
104.6	Discuss pupil's follow-up test/evaluation results w/staff, parents.		
105.1	Review and evaluate pupil observation tool (e.g., BCP) to ensure efficacy or pertinency.		
105.2	Review previous learner objectives for each pupil.		
105.0	**Observe pupil to determine progress toward learner objectives.**		
105.3	Up-date BCP chart Learner Objectives Worksheet to reflect pupil progress.		
105.4	File recorded class observations (BCP) for follow-up data.		
105-107.1	Keep records of success or failure of methods, materials used.		
105-107.2	Determine new learner objectives for pupil. Estimate date of attainment.		
05-107.3	Discuss new learner objectives with staff.		
05-107.4	Record new learner objectives and place on BCP.		
05-107.5	Type, file & distribute new leaner objectives to approp. personnel.		
05-107.6	Send reports to parents regarding pupil progress.		
05-107.7	Determine necessary methods & materials to attain new objectives.		
05-107.8	Secure necessary materials to attain new objectives		

97.0	**Instruct and supervise pupil in fingerspelling skills.**		
98.0	**Instruct and supervise pupil in speechreading skills.**		
99.0	**Instruct and supervise pupil in Orientation I and II skills.**		
100.0	**Instruct and supervise pupil in Mobil[illegible] I and II skills.**		
101.1	Determine orthopedic equipment needs.		
101.2	Ensure that orthopedic devices are available to cover program needs.		
101.0	**Instruct and supervise pupil in wheelchair use & orthopedic equipment use skills.**		
102.0	**Instruct and supervise pupil in swimming skills.**		
103.0	**Instruct and supervise pupil in posture skills.**		
104.1	Make parent contact regarding need for diagnostic follow-up.		
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05-107.5	Type, file & distribute new leaner objectives to approp. personnel.		
05-107.6	Send reports to parents regarding pupil progress.		
05-107.7	Determine necessary methods & materials to attain new objectives.		
05-107.8	Secure necessary materials to attain new objectives.		
05-107.9	Determine necessary staff to attain new objectives.		
05-107.10	Prepare request for special tutoring or instruction.		
05-107.11	Refer request for special tutoring to appropriate personnel.		
05-107.12	Review pupil progress daily for class planning.		
05-107.13	Review daily activities plan. Revise if necessary.		
05-107.14	Observe pupil & revise his objectives throughout his schooling.		
05-107.15	Prepare and type progress report on attainment of learner objectives for each child.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
105-107.16	Fill out pupil evaluation report for parents to sign.		
105-107.17	Contact parents at home regarding pupil progress.		
105-107.18	Prepare for and set up parent conference on pupil progress.		
105-107.19	Conduct parent conference regarding pupil progress.		
105-107.20	Prepare and type a parent conference report.		
105-107.21	Review and file a parent conference report.		
105-107.22	Discuss parent conference with staff.		
105-107.23	Prepare and type progress reports of learner objectives for each program.		
105-107.24	Summarize program progress reports for school, district, etc.		
105-107.25	Review progress reports for programs, schools, districts, etc.		
106.1	Review and evaluate pupil assignments and tests to ensure efficacy or pertinency.		
106.0	**Distribute homework assignments and tests to pupil to determine progress toward learner objectives.**		
106.2	Instruct pupil how to complete homework and tests.		
106.3	Collect homework assignments, tests from pupil.		
106.4	Score and return homework and tests to pupil.		
106.5	Record scores and determine whether learner objectives were met. See 105-107.1 through 105-107.25.		
107.1	Confer with teacher on referral/transfer procedures for pupils.		
107.0	**Confer with pupil to determine progress toward learner objectives.**		
107.2	Discuss present achievement with pupil.		
107.3	Discuss progress (tests etc.) with pupil--areas to improve.		
107.4	Discuss and explain evaluation of pupil's class work with pupil, parents.		
107.5	Discuss possible revised objectives with pupil, parents. See 105-107.1 through 105-107.25.		
108.1	Meet with program staff to discuss program, students' needs.		
108.2	Review parent complaints & observations and discuss with staff.		
108.3	Review student records to determine why he left program.		
108.4	Review/record/log/plan staff daily activities & contacts.		
108.5	Review staff activity log/briefing file for staff activities regarding pupils, parents.		
108.6	Talk with staff to build rapport & discuss needs and problems.		
108.7	Discuss pupil progress in a staff meeting.		
108.0	**Evaluate pupil progress per staff member.**		

		( )	for task
105-107.16	Fill out pupil evaluation report for parents to sign.		
105-107.17	Contact parents at home regarding pupil progress.		
105-107.18	Prepare for and set up parent conference on pupil progress.		
105-107.19	Conduct parent conference regarding pupil progress.		
105-107.20	Prepare and type a parent conference report.		
105-107.21	Review and file a parent conference report.		
105-107.22	Discuss parent conference with staff.		
105-107.23	Prepare and type progress reports of learner objectives for each program.		
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107.5	Discuss possible revised objectives with pupil, parents. See 105-107.1 through 105-107.25.		
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108.2	Review parent complaints & observations and discuss with staff.		
108.3	Review student records to determine why he left program.		
108.4	Review/record/log/plan staff daily activities & contacts.		
108.5	Review staff activity log/briefing file for staff activities regarding pupils, parents.		
108.6	Talk with staff to build rapport & discuss needs and problems.		
108.7	Discuss pupil progress in a staff meeting.		
108.0	**Evaluate pupil progress per staff member.**		
108.8	Discuss personnel evaluation activities with staff.		
108.9	Evaluate own personal work.		
108.10	Make appointments for class observations.		
108.11	Visit a class/program for general observation and evaluation.		
108.12	Gather materials necessary for a personnel evaluation.		
108.13	Determine whether adequate support was provided to each staff member.		
108.14	Review a personnel evaluation committee report.		
108.15	Evaluate personnel.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
108.16	Meet with staff for evaluation, discussion, commentary, criticism, recommendations.		
108.17	Prepare and type personnel evaluation.		
108.18	Distribute general evaluation results and discuss with staff.		
108.19	Determine whether in-service is necessary for current staff to attain learner objectives.		
108.20	Go to: In-service (See 20.0).		
108.21	Determine if a transfer of staff is necessary to attain learner objectives.		
108.22	Discuss transferring staff with staff.		
108.23	Transfer staff.		
108.24	Terminate position.		
108.25	Conduct grievance meetings.		
108.26	Determine whether new staff is necessary to attain learner objectives.		
108.27	Go to: Hire new staff (See 21.0).		
109.1	Discuss administrative procedures and problems with staff.		
109.2	Discuss program planning and evaluation w/staff & administrators.		
109.3	Attend meetings regarding long term program planning.		
109.4	Review program evaluation instruments.		
109.0	**Evaluate pupils' progress per program.**		
109.5	Compare pupils' progress reports to program goals.		
109.6	Determine if programs met program goals.		
109.7	Prepare a program evaluation report.		
109.8	Distribute program evaluation.		
109.9	Determine necessary program changes based on program evaluation.		
109.10	Discuss transferring program out of district.		
109.11	Discuss and prepare new program goals and objectives with staff		
109.12	Prepare and distribute a report on new program goals & objectives.		
109.13	Revise program to better meet pupil needs, including increasing the number of staff positions.		
109.14	Prepare program revision report for Board approval.		
109.15	Prepare new program guidelines based on program goals.		
109.16	Review materials prior to Board presentation.		
109.17	Report or make presentation to Board about new program or current program status.		
109.18	Write program policy statements and procedures.		
109.19	Review/prepare applications to open new class/program.		
109.20	Plan and implement new methods, materials to improve program attainment of learner objectives.		
109.21	Discuss/plan summer school program.		
109.22	Compile the number of requests for a new program		

108.16	Meet with staff for evaluation, discussion, commentary, criticism, recommendations.		
108.17	Prepare and type personnel evaluation.		
108.18	Distribute general evaluation results and discuss with staff.		
108.19	Determine whether in-service is necessary for current staff to attain learner objectives.		
108.20	Go to: In-service (See 20.0).		
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109.4	Review program evaluation instruments.		
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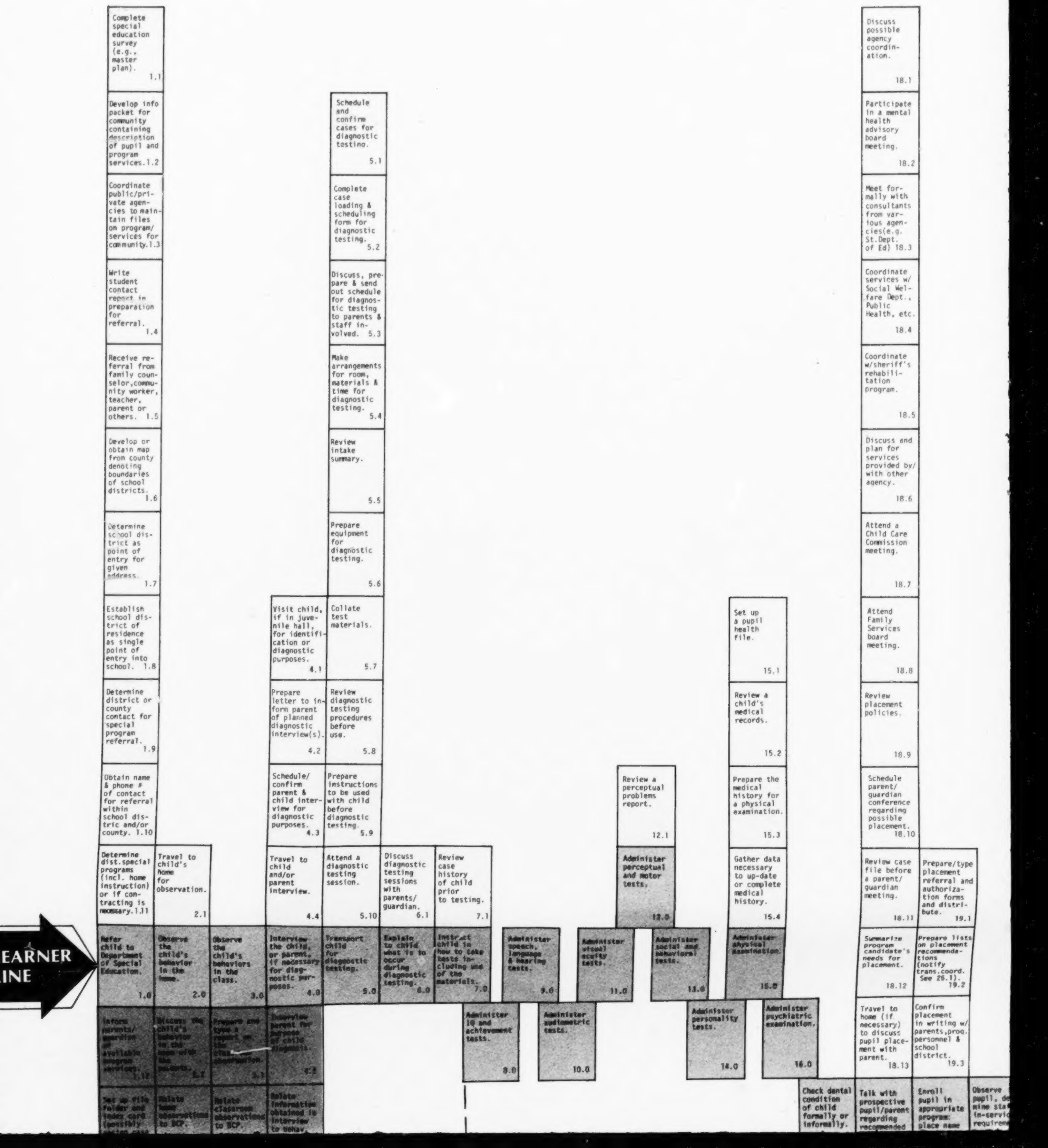
109.9	Determine necessary program changes based on program evaluation.		
109.10	Discuss transferring program out of district.		
109.11	Discuss and prepare new program goals and objectives with staff.		
109.12	Prepare and distribute a report on new program goals & objectives.		
109.13	Revise program to better meet pupil needs, including increasing the number of staff positions.		
109.14	Prepare program revision report for Board approval.		
109.15	Prepare new program guidelines based on program goals.		
109.16	Review materials prior to Board presentation.		
109.17	Report or make presentation to Board about new program or current program status.		
109.18	Write program policy statements and procedures.		
109.19	Review/prepare applications to open new class/program.		
109.20	Plan and implement new methods, materials to improve program attainment of learner objectives.		
109.21	Discuss/plan summer school program.		
109.22	Compile the number of requests for a new program.		
109.23	Discuss central/county office services to schools.		
109.24	Correspond with residential schools re: curriculum taught & space avail.		
109.25	Plan/participate in a program/project audit.		
109.26	Discuss/prepare proposal, schedules, reports for special projects.		
109.27	Prepare new program report for Board approval.		
109.28	Develop new program to meet pupil needs.		
109.29	Establish community volunteer workshops and on-site training program(s) for working with exceptional children.		
109.30	Prepare for an advisory committee meeting.		

TBC TASK LIST

Task		Current Task ( )	Positions (symbols) Responsible for task
109.31	Attend a project/program advisory committee meeting.		
109.32	Discuss management techniques with administrator.		
109.33	Attend an end-of-the-year evaluation committee meeting to discuss changes, procedures, problems.		
110.1	Compare budget expenditures with program progress.		
110.2	Determine if budget is appropriate to program progress.		
110.3	Revise or maintain budget.		
110.0	**Budget necessary resources to support program satisfying pupil needs.**		
110.4	Check on funding availability for a project/program.		
110.5	Review/discuss budget & program planning w/admin., Board members.		
110.6	Complete a program budget summary.		
110.7	Prepare a program budget report for Board approval.		
110.8	Discuss expenditures & program budget with admin. and staff.		
110.9	Review budget revision procedures with administrators.		
110.10	Review a budget revision request.		
110.11	Transfer funds/budget items/categories.		
110.12	Review procedures & complete annual district statistical report.		
110.13	Prepare and complete budget forms (state and local).		
110.14	Coordinate billing on a Dept.of Mental Health case.		
111.0	**Prepare pupils to go home -- coats, lunch boxes.**		
112.1	Secure/obtain substitute driver.		
112.2	Drive bus to school.		
112.0	**Transfer pupils from class to bus.**		
113.0	**Load pupils onto buses, fasten seat belts, make necessary adjustments.**		
114.0	**Drive pupils home.**		
114.1	Return bus to garage.		
114.2	Prepare and check mileage claims.		



Complete special education survey (e.g., master plan). 1.1

Develop info packet for community containing description of pupil and program services. 1.2

Coordinate public/private agencies to maintain files on program/services for community. 1.3

Write student contact report in preparation for referral. 1.4

Receive referral from family counselor, community worker, teacher, parent or others. 1.5

Develop or obtain map from county denoting boundaries of school districts. 1.6

Determine school district as point of entry for given address. 1.7

Establish school district of residence as single point of entry into school. 1.8

Determine district or county contact for special program referral. 1.9

Obtain name & phone # of contact for referral within school district and/or county. 1.10

Determine dist. special programs (incl. home instruction) or if contracting is necessary. 1.11

Refer child to Department of Special Education. 1.0

Inform parents/guardian of available program services. 1.12

Set up file folder and index card (possibly

Travel to child's home for observation. 2.1

Observe the child's behavior in the home. 2.0

Discuss the child's behavior in the home with the parents. 2.2

Relate home observations to BCP.

Observe the child's behaviors in the class. 3.0

Prepare and type a report on the class observation. 3.1

Relate classroom observations to BCP.

Visit child, if in juvenile hall, for identification or diagnostic purposes. 4.1

Prepare letter to inform parent of planned diagnostic interview(s). 4.2

Schedule/confirm parent & child interview for diagnostic purposes. 4.3

Travel to child and/or parent interview. 4.4

Interview the child, or parent, if necessary for diagnostic purposes. 4.0

Interview parent for purpose of child diagnosis. 4.5

Relate information obtained in interview to behav.

Schedule and confirm cases for diagnostic testing. 5.1

Complete case loading & scheduling form for diagnostic testing. 5.2

Discuss, prepare & send out schedule for diagnostic testing to parents & staff involved. 5.3

Make arrangements for room, materials & time for diagnostic testing. 5.4

Review intake summary. 5.5

Prepare equipment for diagnostic testing. 5.6

Collate test materials. 5.7

Review diagnostic testing procedures before use. 5.8

Prepare instructions to be used with child before diagnostic testing. 5.9

Attend a diagnostic testing session. 5.10

Transport child for diagnostic testing. 5.0

Discuss diagnostic testing sessions with parents/guardian. 6.1

Explain to child what is to occur during diagnostic testing. 6.0

Review case history of child prior to testing. 7.1

Instruct child in how to take tests including use of the materials. 7.0

Administer IQ and achievement tests. 8.0

Administer speech, language & hearing tests. 9.0

Administer audiometric tests. 10.0

Administer visual acuity tests. 11.0

Review a perceptual problems report. 12.1

Administer perceptual and motor tests. 12.0

Administer social and behavioral tests. 13.0

Administer personality tests. 14.0

Set up a pupil health file. 15.1

Review a child's medical records. 15.2

Prepare the medical history for a physical examination. 15.3

Gather data necessary to up-date or complete medical history. 15.4

Administer physical examination. 15.0

Administer psychiatric examination. 16.0

Check dental condition of child formally or informally.

Discuss possible agency coordination. 18.1

Participate in a mental health advisory board meeting. 18.2

Meet formally with consultants from various agencies (e.g. St. Dept. of Ed) 18.3

Coordinate services w/ Social Welfare Dept., Public Health, etc. 18.4

Coordinate w/sheriff's rehabilitation program. 18.5

Discuss and plan for services provided by/with other agency. 18.6

Attend a Child Care Commission meeting. 18.7

Attend Family Services board meeting. 18.8

Review placement policies. 18.9

Schedule parent/guardian conference regarding possible placement. 18.10

Review case file before a parent/guardian meeting. 18.11

Summarize program candidate's needs for placement. 18.12

Travel to home (if necessary) to discuss pupil placement with parent. 18.13

Talk with prospective pupil/parent regarding recommended

Prepare/type placement referral and authorization forms and distribute. 19.1

Prepare lists on placement recommendations (notify trans. coord. See 25.1). 19.2

Confirm placement in writing w/ parents, prog. personnel & school district. 19.3

Enroll pupil in appropriate program: place name

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Prepare/type placement referral and authorization forms and distribute. 19.1

Prepare lists on placement recommendation. (notify trans.coord. See 25.1). 19.2

Confirm placement in writing w/ parents, prog. personnel & school district. 19.3

Enroll pupil in appropriate program: place name on class register.

Observe pupil, determine staff in-service requirements prepare preliminary

Observe pupil, determine additional staffing requirements, prepare preliminary .

Inspect facility and grounds. 22.1

Prepare a status report on building and grounds. 22.2

Observe pupil, determine facilities requirements prepare preliminary budget.

Notify school that new pupil is coming for tour of facilities. 23.1

Tour the school facilities with a new pupil and parent.

Notify transportation coordinator of child's name and pertinent info. 25.1

Notify the business office of child's name address and start date. 25.2

Schedule bus/transportation for the pupil. 25.3

Inform teacher of scheduled arrival time of new pupil. 25.4

Discuss need for additional bus capability (buses and equipment). 25.5

Coordinate requests for bus drivers. 25.6

Prepare/ warm up vehicle, check mileage.

Open and lock up building (doors and windows). 26.1

Lock up and/or open classrooms. 26.2

Sign in/out, collect keys, read messages, etc. 26.3

Wait for bus arrival.

Plan and organize personal daily activities.

Research literature on pupil behavioral characteristics. 28.1

Study pupil BCP chart, review tentative obj. from case commentary. 28.2

Determine who will aid in pupil observation. Set up observation schedule. 28.3

Determine & secure materials, supplies needed for pupil observation. 28.4

Set up observation materials/ situations and activities.

Take and report inventory on state text books. 29.1

Take inventory on instructional testing equipment. 29.2

Review case conference and information for lesson planning. 29.3

Confer with staff to validate leaner objectives.

Discuss and review CTA activities. 30.1

Attend a CEC meeting or other organizational meetings. 30.2

Attend a community action Board meeting. 30.3

Attend general program-wide staff/ program meeting discussion(s). 30.4

Discuss county office services to schools. 30.5

Attend teacher advisory council meeting. 30.6

Prepare materials for meetings. 30.7

Plan or attend regional center meetings. 30.8

Take minutes for a meeting. 30.9

Type and prepare meeting notes. 30.10

Attend a PTA or other parent-staff meeting. 30.11

Coordinate program public relations. 30.12

Direct or supervise personnel.

Escort pupils to/from a clinic or special program for treatment/ therapy.

Make requests for health information publications 32.1

Review medical records. 32.2

Complete a health history form (collate/ file). 32.3

Secure information regarding health requirements 32.4

Complete pupil medication forms. 32.5

Give advice to staff regarding medication to give pupil.

Attend a nutrition meeting. 34.1

Administer and plan meal (e.g. hot lunch) or food program. 34.2

Order and prepare lunches (lay out food). 34.3

Pick up and deliver lunches. 34.4

Instruct and supervise pupil in feeding/ eating skills. 34.0

TASK BASE COM

Santa Cruz County Off

Instruct and supervise pupil in nasal hygiene skills. 40.0

Coordinate dental fee payments, if appropriate. 41.1

Examine pupil to determine dental care needs. 41.2

Give pupil dental exam (formal or informal). 41.3

Refer pupil for dental care. 41.4

Discuss/review dental care procedures with staff. 41.5

Instruct and supervise pupil in oral hygiene. 41.0

Instruct and supervise pupil in self-identification. 42.0

Discuss routing and audiometric procedures regarding follow-up 44.1

Move or park audiometric unit (bus, van). 44.2

Install, set up audiometer, head sets, equipment. 44.3

Calibrate and check audiometer and equipment. 44.4

Instruct student monitors how to record hearing tests. 44.5

Give hearing test instruction to pupil. 44.6

Conduct hearing tests with groups and individual pupils. 44.7

Graph pupil audiograms. 44.8

Prepare county and state reports on hearing program. 44.9

Review hearing tests results. 44.10

Discuss hearing problems with staff, parent/guardian. 44.11

Arrange for eye exams for pupil(s). 45.1

Give eye examination instructions to pupil. 45.2

Perform eye examinations on pupils. 45.3

Prepare papers regarding eye exam & distribute to appropriate staff. 45.4

Prepare report on vision screening for the State. 45.5

Give eye tests to pupils using Snellen chart or other method. 45.6

Discuss visual problem w/parent/guardian, pupil, staff. 45.7

Discuss physical therapy prog with staff using BCP objectives as basis. 47.1

Consult with speech therapist re: pre-articulation problems, methods, materials. 49.1

Discuss tongue movement and position (demonstrate) with pupil, parents, staff. 50.1

Discuss with pupil and parents the pupil's articulation problem using BCP for ref. 50.2

Review child's language development/behavioral problems, including the BCP. 52.1

Review speech & language test records & BCP strands regarding pupil needs. 52.2

Discuss speech therapy referral w/parents, using BCP as ref. 52.3

Discuss/define therapy objectives with staff, parents. 52.4

Prepare counseling information reports. 55.1

Determine counseling needs with parent/staff. 55.2

Discuss parent/student problems with police, social/community worker, probation ofc. 55.3

Discuss suspension of pupil with staff, parents, pupil. 55.4

Confer with parents on readmission of suspended pupil. 55.5

Discuss pupil behavior at home with parent/guardian (home visit). 55.6

OMPOSITE (TBC)

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55.1

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Discuss suspension of pupil with staff, parents, pupil.
55.4

Confer with parents on readmission of suspended pupil.
55.5

Discuss pupil behavior at home with parent/guardian (home visit).
55.6

Instruct and supervise pupil in social speech skills.
61.0

Instruct and supervise pupil in attention span skills.
63.0

Instruct and supervise pupil in practical math skills.

Instruct and supervise pupil in spelling skills.

Instruct and supervise pupil in music and rhythm skills.

Instruct and supervise pupil in homemaking skills.

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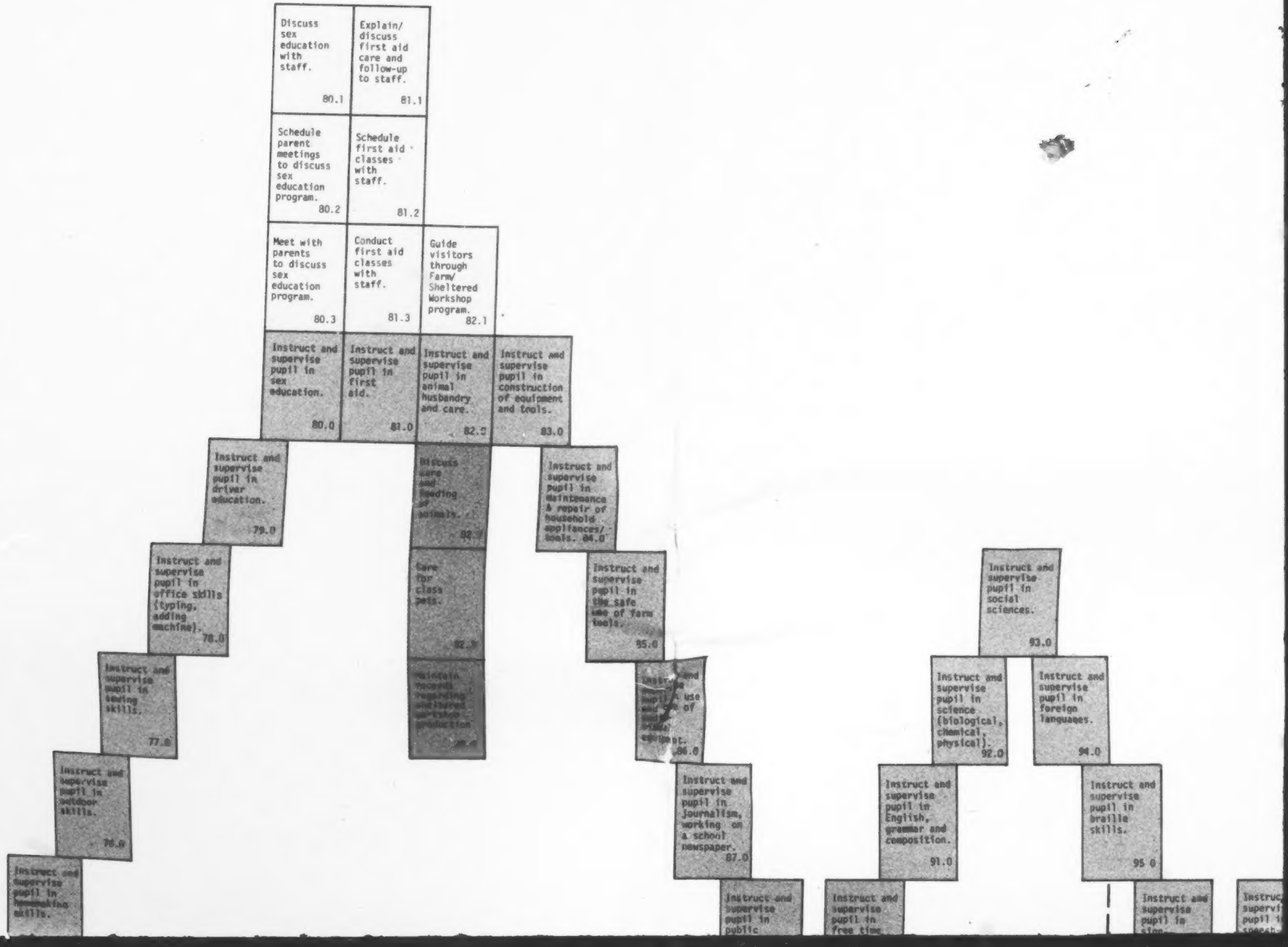

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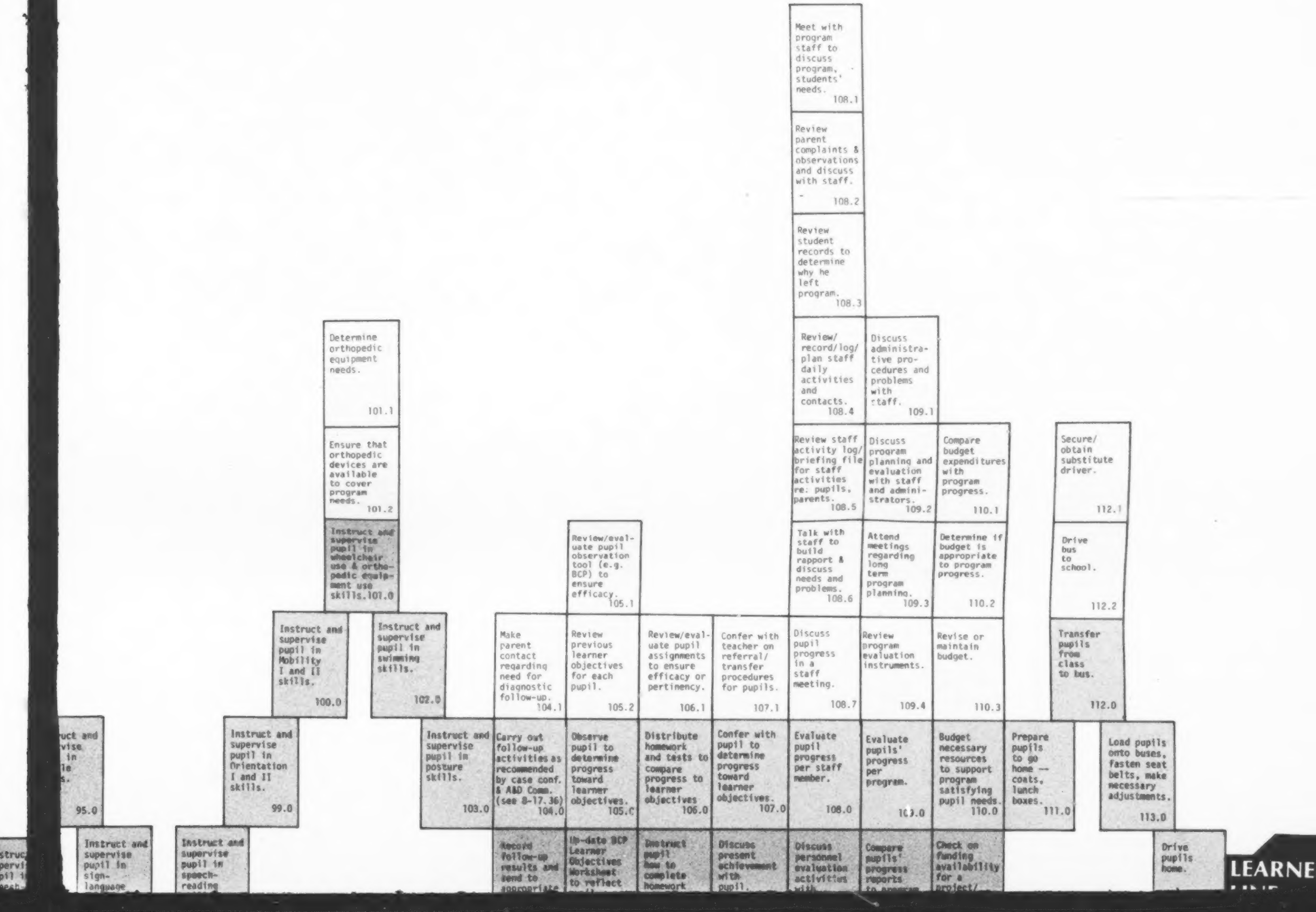

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Instruct and supervise pupil in speech-reading

Instruct and supervise pupil in Orientation I and II skills. 99.0

Instruct and supervise pupil in Mobility I and II skills. 100.0

Determine orthopedic equipment needs. 101.1

Ensure that orthopedic devices are available to cover program needs. 101.2

Instruct and supervise pupil in wheelchair use & orthopedic equipment use skills. 101.0

Instruct and supervise pupil in swimming skills. 102.0

Instruct and supervise pupil in posture skills. 103.0

Make parent contact regarding need for diagnostic follow-up. 104.1

Carry out follow-up activities as recommended by case conf. & A&D Comm. (see 8-17.36) 104.0

Record follow-up results and send to appropriate

Review/evaluate pupil observation tool (e.g. BCP) to ensure efficacy. 105.1

Review previous learner objectives for each pupil. 105.2

Observe pupil to determine progress toward learner objectives. 105.C

Up-date BCP Learner Objectives Worksheet to reflect

Review/evaluate pupil assignments to ensure efficacy or pertinency. 106.1

Distribute homework and tests to compare progress to learner objectives 106.0

Instruct pupil how to complete homework

Confer with teacher on referral/transfer procedures for pupils. 107.1

Confer with pupil to determine progress toward learner objectives. 107.0

Discuss present achievement with pupil.

Meet with program staff to discuss program, students' needs. 108.1

Review parent complaints & observations and discuss with staff. 108.2

Review student records to determine why he left program. 108.3

Review/record/log/plan staff daily activities and contacts. 108.4

Review staff activity log/briefing file for staff activities re: pupils, parents. 108.5

Talk with staff to build rapport & discuss needs and problems. 108.6

Discuss pupil progress in a staff meeting. 108.7

Evaluate pupil progress per staff member. 108.0

Discuss personnel evaluation activities with

Discuss administrative procedures and problems with staff. 109.1

Discuss program planning and evaluation with staff and administrators. 109.2

Attend meetings regarding long term program planning. 109.3

Review program evaluation instruments. 109.4

Evaluate pupils' progress per program. 109.0

Compare pupils' progress reports to program

Compare budget expenditures with program progress. 110.1

Determine if budget is appropriate to program progress. 110.2

Revise or maintain budget. 110.3

Budget necessary resources to support program satisfying pupil needs. 110.0

Check on funding availability for a project/

Prepare pupils to go home — coats, lunch boxes. 111.0

Secure/obtain substitute driver. 112.1

Drive bus to school. 112.2

Transfer pupils from class to bus. 112.0

Load pupils onto buses, fasten seat belts, make necessary adjustments. 113.0

Drive pupils home.

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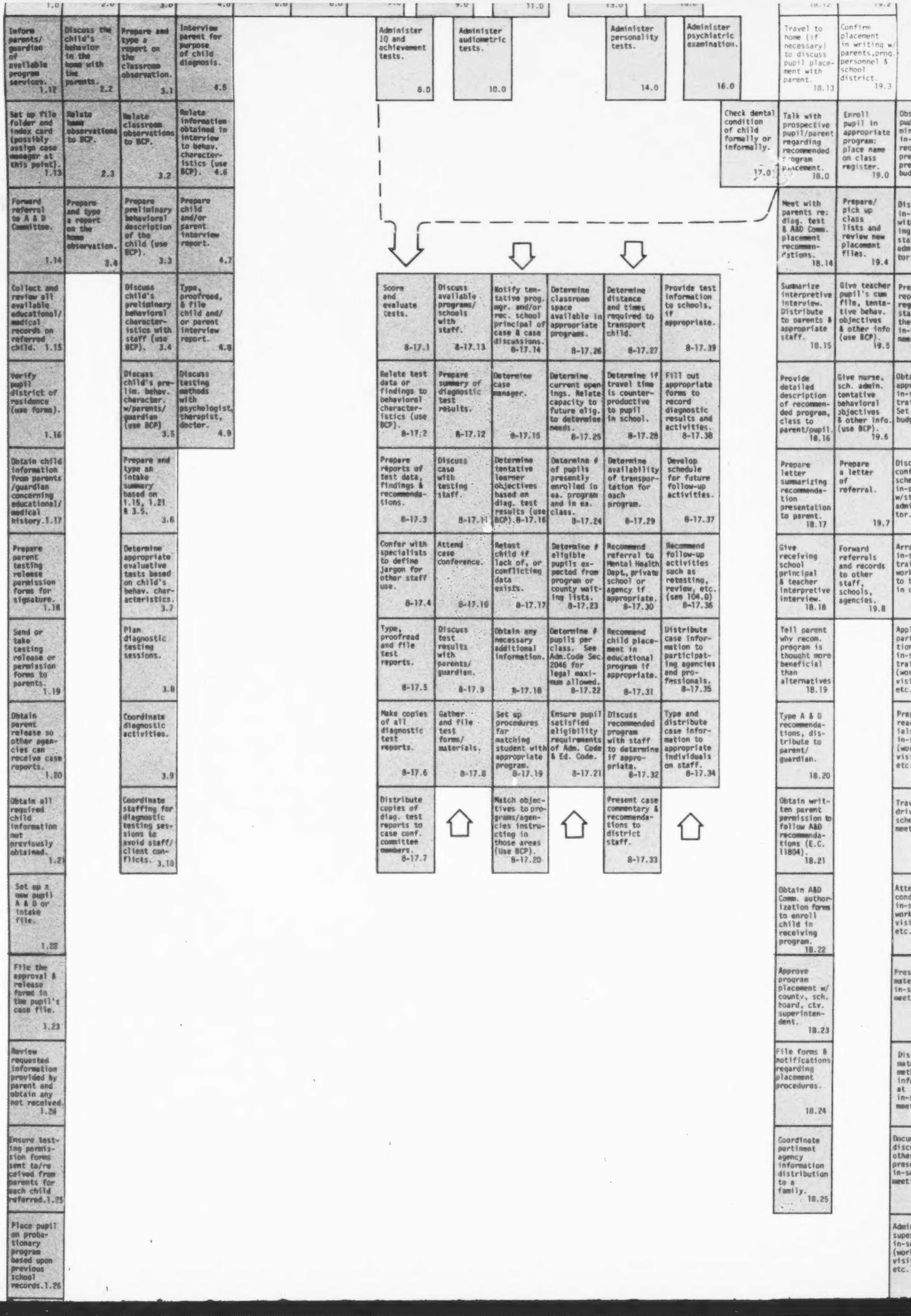

1.0

Inform parents/guardian of available program services. 1.12

Set up file folder and index card (possibly assign case manager at this point). 1.13

Forward referral to A & D Committee. 1.14

Collect and review all available educational/medical records on referred child. 1.15

Verify pupil district of residence (use forms). 1.16

Obtain child information from parents/guardian concerning educational/medical history. 1.17

Prepare parent testing release permission forms for signature. 1.18

Send or take testing release or permission forms to parents. 1.19

Obtain parent release so other agencies can receive case reports. 1.20

Obtain all required child information not previously obtained. 1.21

Set up a new pupil A & D or intake file. 1.22

File the approval & release forms in the pupil's case file. 1.23

Review requested information provided by parent and obtain any not received. 1.24

Ensure testing permission forms sent to/received from parents for each child referred. 1.25

Place pupil on probationary program based upon previous school records. 1.26

2.0

Discuss the child's behavior in the home with the parents. 2.2

Relate home observations to BCP. 2.3

Prepare and type a report on the home observation. 2.4

3.0

Prepare and type a report on the classroom observation. 3.1

Relate classroom observations to BCP. 3.2

Prepare preliminary behavioral description of the child (use BCP). 3.3

Discuss child's preliminary behavioral characteristics with staff (use BCP). 3.4

Discuss child's prelim. behav. character. w/parents/guardian (use BCP) 3.5

Prepare and type an intake summary based on 1.15, 1.21 & 3.5. 3.6

Determine appropriate evaluative tests based on child's behav. characteristics. 3.7

Plan diagnostic testing sessions. 3.8

Coordinate diagnostic activities. 3.9

Coordinate staffing for diagnostic testing sessions to avoid staff/client conflicts. 3.10

4.0

Interview parent for purpose of child diagnosis. 4.5

Relate information obtained in interview to behav. characteristics (use BCP). 4.6

Prepare child and/or parent interview report. 4.7

Type, proofread, & file child and/or parent interview report. 4.8

Discuss testing methods with psychologist, therapist, doctor. 4.9

Administer IQ and achievement tests. 8.0

9.0

Administer audiometric tests. 10.0

11.0

Administer personality tests. 14.0

Administer psychiatric examination. 16.0

Check dental condition of child formally or informally. 17.0

Score and evaluate tests. 8-17.1

Relate test data or findings to behavioral characteristics (use BCP). 8-17.2

Prepare reports of test data, findings & recommendations. 8-17.3

Confer with specialists to define jargon for other staff use. 8-17.4

Type, proofread and file test reports. 8-17.5

Make copies of all diagnostic test reports. 8-17.6

Distribute copies of diag. test reports to case conf. committee members. 8-17.7

Gather and file test forms/materials. 8-17.8

Discuss test results with parents/guardian. 8-17.9

Attend case conference. 8-17.10

Discuss case with testing staff. 8-17.11

Prepare summary of diagnostic test results. 8-17.12

Discuss available programs/schools with staff. 8-17.13

Notify tentative prog. mgr. and/or rec. school principal of case & case discussions. 8-17.14

Determine case manager. 8-17.15

Determine tentative learner objectives based on diag. test results (use BCP). 8-17.16

Retest child if lack of, or conflicting data exists. 8-17.17

Obtain any necessary additional information. 8-17.18

Set up procedures for matching student with appropriate program. 8-17.19

Match objectives to programs/agencies instructing in those areas (Use BCP). 8-17.20

Ensure pupil satisfied eligibility requirements of Adm. Code & Ed. Code. 8-17.21

Determine # pupils per class. See Adm.Code Sec. 2046 for legal maximum allowed. 8-17.22

Determine # eligible pupils expected from program or county waiting lists. 8-17.23

Determine # of pupils presently enrolled in ea. program and in ea. class. 8-17.24

Determine current openings. Relate capacity to future elig. to determine needs. 8-17.25

Determine classroom space available in appropriate programs. 8-17.26

Determine distance and times required to transport child. 8-17.27

Determine if travel time is counterproductive to pupil in school. 8-17.28

Determine availability of transportation for each program. 8-17.29

Recommend referral to Mental Health Dept., private school or agency if appropriate. 8-17.30

Recommend child placement in educational program if appropriate. 8-17.31

Discuss recommended program with staff to determine if appropriate. 8-17.32

Present case commentary & recommendations to district staff. 8-17.33

Type and distribute case information to appropriate individuals on staff. 8-17.34

Distribute case information to participating agencies and professionals. 8-17.35

Recommend follow-up activities such as retesting, review, etc. (see 104.0) 8-17.36

Develop schedule for future follow-up activities. 8-17.37

Fill out appropriate forms to record diagnostic results and activities. 8-17.38

Provide test information to schools, if appropriate. 8-17.39

18.12

Travel to home (if necessary) to discuss pupil placement with parent. 18.13

Talk with prospective pupil/parent regarding recommended program placement. 18.0

Meet with parents re: diag. test & A&D Comm. placement recommendations. 18.14

Summarize interpretive interview. Distribute to parents & appropriate staff. 18.15

Provide detailed description of recommended program, class to parent/pupil. 18.16

Prepare letter summarizing recommendation presentation to parent. 18.17

Give receiving school principal & teacher interpretive interview. 18.18

Tell parent why recom. program is thought more beneficial than alternatives 18.19

Type A & D recommendations, distribute to parent/guardian. 18.20

Obtain written parent permission to follow A&D recommendations (E.C. 11804). 18.21

Obtain A&D Comm. authorization forms to enroll child in receiving program. 18.22

Approve program placement w/ county, sch. board, cty. superintendent. 18.23

File forms & notifications regarding placement procedures. 18.24

Coordinate pertinent agency information distribution to a family. 18.25

19.2

Confirm placement in writing w/ parents, prog. personnel & school district. 19.3

Enroll pupil in appropriate program: place name on class register. 19.0

Prepare/pick up class lists and review new placement files. 19.4

Give teacher pupil's cum file, tentative behav. objectives & other info (use BCP). 19.5

Give nurse, sch. admin. tentative behavioral objectives & other info. (use BCP). 19.6

Prepare a letter of referral. 19.7

Forward referrals and records to other staff, schools, agencies. 19.8

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Confirm placement in writing w/ parents,prog. personnel & school district. 19.3

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Give nurse, sch. admin. tentative behavioral objectives & other info. (use BCP). 19.6

Prepare a letter of referral. 19.7

Forward referrals and records to other staff, schools, agencies. 19.8

Observe pupil, determine staff in-service requirements prepare preliminary budget. 20.0

Discuss/plan in-service with training experts, staff, administrator. 20.1

Prepare report regarding staff (incl. therapists') in-service needs. 20.2

Obtain approval for in-service training. Set up/plan budget. 20.3

Discuss,plan, confirm, and schedule in-service w/staff and administrator. 20.4

Arrange for in-service training workshop(s) to be set up in county. 20.5

Apply for participation in in-service training (workshop, visitation, etc.) 20.6

Prepare and read materials for in-service (workshop, visitation, etc.). 20.7

Travel/ drive to scheduled meeting. 20.8

Attend/ conduct in-service workshops, visitations, etc. 20.9

Present materials at in-service meetings. 20.10

Disseminate materials/ methods/ information at in-service meetings. 20.11

Document & discuss w/ others, ideas presented at in-service meetings. 20.12

Administer/ supervise in-service (workshops, visitation, etc.). 20.13

Observe pupil, determine additional staffing requirements,prepare preliminary budget. 21.0

Coordinate/ plan staff work assignments. 21.1

Type and prepare work assignment schedule. 21.2

Prepare a report/ request for additional personnel. 21.3

Discuss hiring needs w/ staff (aides, teachers, psychologists, etc.) 21.4

Review and discuss salary survey and schedule. 21.5

Interview job applicants. 21.6

Hire new staff. 21.7

Take required medical exam and/or TB test for job. 21.8

Hire consultants. 21.9

Discuss program procedures & services available to staff. 21.10

Discuss retirement program with supervisor and staff. 21.11

Conduct orientation for new staff. 21.12

Attend meeting on employer/ employee relations. 21.13

Prepare a status report on building and grounds. 22.2

Observe pupil, determine facilities requirements prepare preliminary budget. 22.0

Determine the required building area per code requirements. 22.3

Locate/ inspect facility and grounds. Determine if they satisfy pupil needs. 22.4

Secure required facilities. 22.5

Plan (or help plan) use of new and existing buildings & facilities. 22.6

Discuss and arrange for installation of safety equipment. 22.7

Discuss/ prepare rental agreements, discuss problems. 22.8

Coordinate/ plan moving of facilities/ offices. 22.9

Discuss and approve facility construction plans with staff, administrator. 22.10

Inspect progress of new facility construction. 22.11

Ensure completion of new facility. 22.12

Attend meeting regarding building maintenance. 22.13

Check on/ note security/ vandalism. 22.14

Make report on stolen equipment/ materials; review procedures. 22.15

Notify school that new pupil is coming for tour of facilities. 23.1

Tour the school facilities with a new pupil and parent. 23.0

Introduce pupil/parents to teacher & explain some of class activities. 24.0

Discuss pupil's school schedule with parents. 24.1

25.5

Coordinate requests for bus drivers. 25.6

Prepare/ warm up vehicle, check mileage. 25.7

Pick up pupil at home, take to school. 25.0

Discuss general transportation problems w/staff, parents, administrator. 25.8

Sign in/out, collect keys, read messages, etc. 26.3

Wait for bus arrival. 26.4

Transfer pupil from bus to classroom and from classroom to classroom. 26.0

Plan and organize personal daily activities. 27.1

Welcome pupil into classroom. 27.0

Supervise opening exercises (salute, sing, etc.). 27.2

Prepare list of pupil names. 27.3

Prepare and keep cl[illegible] 27.4

Prepare and keep class caseload lists. 27.5

Take roll. 27.6

Check daily register and attendance reports. 27.7

Complete, compute and submit ADA registers. 27.8

Review and approve ADA registers. 27.9

Prepare/ type ADA reports and/or memos. 27.10

Take lunch count. Collect & count lunch/ milk money. Keep records. 27.11

Maintain pupil records in cum folder. 27.12

28.3

Determine & secure materials, supplies needed for pupil observation. 28.4

Set up observation materials/ situations and activities. 28.5

Observe pupil behavior on BCP strands. 28.0

Validate pupil placement according to behavioral characteristics. 28.6

Record pupil behavioral characteristics in BCP booklet. 28.7

Recommend pupil be reassessed (return to 8.0-17.0). 28.8

Transfer all BCP booklet information to chart. 28.9

Attend staff meeting to confer on learner objectives for the pupil. 28.10

Meet with consultants regarding goals and objectives. 28.11

Review cum folder and behavioral characteristics with staff (use BCP). 28.12

Determine learner objectives for pupil. 28.13

Display learner objectives on BCP chart. 28.14

Complete learner objectives worksheet for pupil. 28.15

Type or write learner objectives onto worksheet. 28.16

Distribute learner objectives worksheets to appropriate persons/places. 28.17

29.2

Review case conference and information for lesson planning. 29.3

Confer with staff to validate leaner objectives. 29.4

Confer with pupil to validate his learner objectives. 29.0

Confer with parent/guardian regarding child's learner objectives. 29.5

Determine with parent/ guardian home objectives for child. 29.6

Document parent/ guardian conference. 29.7

Revise learner objectives according to pupil, staff, parent input. 29.8

Locate and secure program literature. 29.9

Attend meeting on curriculum development 29.10

Prepare & locate home instruction materials for parents. 29.11

Review information, materials from in-service meeting. 29.12

Prepare individual lesson plans including objectives, methods & materials. 29.13

Discuss daily lesson plans with staff. Revise plan according to staff feedback. 29.14

Secure approval from parents re. class activities. if necessary 29.15

Lay out and organize class materials/ equipment. 29.16

Coordinate program public relations. 30.12

Direct or supervise personnel. 30.13

Administer program to satisfy learner objectives. 30.0

Make telephone calls. 30.14

Receive telephone calls and read messages. 30.15

Log and account for calls on monthly report. 30.16

Take/ review dictation. 30.17

Prepare/ transcribe, type reports, memos and correspondence. 30.18

Proofread reports. 30.19

Read or prepare mail, envelopes, stamps; send out. 30.20

Prepare and proof dittos; make copies. 30.21

Prepare/ make photocopies. 30.22

Collate materials. 30.23

Prepare/ review administrative correspondence. 30.24

Determine routing of mail to staff. 30.25

Escort pupils to/from a clinic or special program for treatment/ therapy. 31.1

Observe pupil to supervise or monitor his activities. 31.0

Supervise playground activities. 31.2

Supervise physical education and/or exercises. 31.3

Supervise pupil during movie, T.V. viewing. 31.4

Supervise during rest periods, breaks, recess recreational activities. 31.5

Supervise pupil during testing. 31.6

Supervise during assembly or assembly performances. 31.7

Supervise during class photos. 31.8

Supervise token economy operations. 31.9

Arrange for & supervise field trips which accomplish learner objectives. 31.10

Supervise tour and visiting of school facilities. 31.11

Complete pupil medication forms. 32.5

Give advice to staff regarding medication to give pupil. 32.6

Instruct and supervise pupil in health skills. 32.0

Give pupil gen. health information & instruction regarding taking medicine. 32.7

Demonstrate health care skills. 32.8

Discuss health problems with pupils. 32.9

Discuss weight problems of a pupil. 32.10

Prepare a discussion on diet (general). 32.11

Discuss with pupil, medication to be taken at school. 32.12

Administer or supervise taking of medication in school. 32.13

Send sick child home; call parents arrange transportation; transport. 32.14

Visit parents at home regarding pupil's health. 32.15

Discuss pupil foster home placement with staff. 32.16

Prepare a foster placement history. 32.17

Talk to foster parents regarding taking handicapped child. 32.18

Instruct and supervise pupil in attendance/ promptness skills. 33.0

Pick up and deliver lunches. 34.4

Instruct and supervise pupil in feeding/ eating skills. 34.0

Instruct and supervise pupil in drinking skills. 35.0

Instruct and supervise pupil in toileting skills. 36.0

Change pupil diapers. 36.1

Prepare discussion on grooming and diet. 37.1

Instruct and supervise pupil in grooming skills. 37.0

Wash and clean pupils' clothing. 37.2

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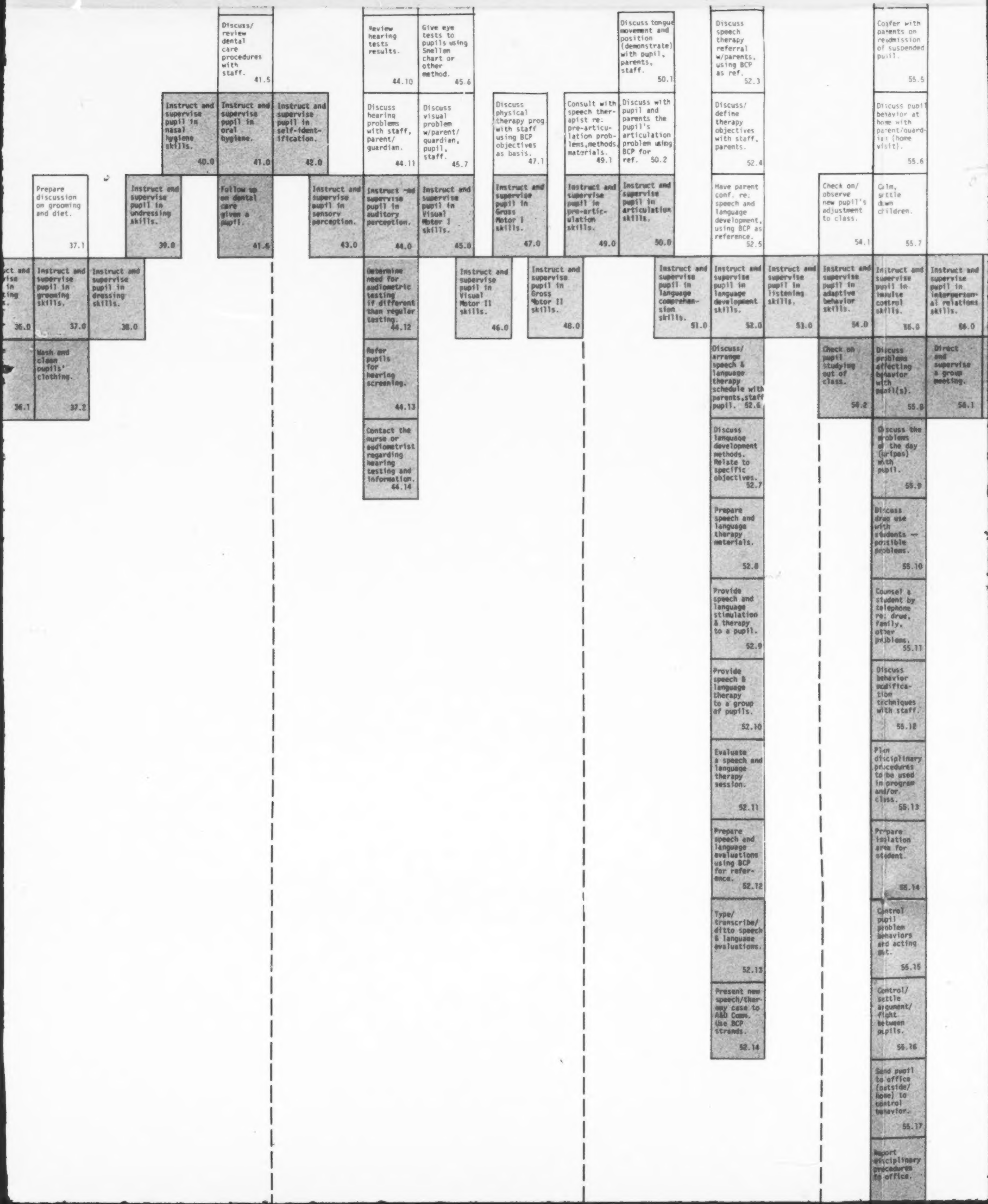

uct and vise in ting s. 36.0

36.1

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Instruct and supervise pupil in grooming skills. 37.0

Wash and clean pupils' clothing. 37.2

Instruct and supervise pupil in dressing skills. 38.0

Instruct and supervise pupil in undressing skills. 39.0

Instruct and supervise pupil in nasal hygiene skills. 40.0

Discuss/review dental care procedures with staff. 41.5

Instruct and supervise pupil in oral hygiene. 41.0

Follow up on dental care given a pupil. 41.6

Instruct and supervise pupil in self-identification. 42.0

Instruct and supervise pupil in sensory perception. 43.0

Review hearing tests results. 44.10

Discuss hearing problems with staff, parent/guardian. 44.11

Instruct and supervise pupil in auditory perception. 44.0

Determine need for audiometric testing if different than regular testing. 44.12

Refer pupils for hearing screening. 44.13

Contact the nurse or audiometrist regarding hearing testing and information. 44.14

Give eye tests to pupils using Snellen chart or other method. 45.6

Discuss visual problem w/parent/guardian, pupil, staff. 45.7

Instruct and supervise pupil in Visual Motor I skills. 45.0

Instruct and supervise pupil in Visual Motor II skills. 46.0

Discuss physical therapy prog with staff using BCP objectives as basis. 47.1

Instruct and supervise pupil in Gross Motor I skills. 47.0

Instruct and supervise pupil in Gross Motor II skills. 48.0

Consult with speech therapist re: pre-articulation problems, methods, materials. 49.1

Instruct and supervise pupil in pre-articulation skills. 49.0

Discuss tongue movement and position (demonstrate) with pupil, parents, staff. 50.1

Discuss with pupil and parents the pupil's articulation problem using BCP for ref. 50.2

Instruct and supervise pupil in articulation skills. 50.0

Instruct and supervise pupil in language comprehension skills. 51.0

Discuss speech therapy referral w/parents, using BCP as ref. 52.3

Discuss/define therapy objectives with staff, parents. 52.4

Have parent conf. re: speech and language development, using BCP as reference. 52.5

Instruct and supervise pupil in language development skills. 52.0

Discuss/arrange speech & language therapy schedule with parents, staff pupil. 52.6

Discuss language development methods. Relate to specific objectives. 52.7

Prepare speech and language therapy materials. 52.8

Provide speech and language stimulation & therapy to a pupil. 52.9

Provide speech & language therapy to a group of pupils. 52.10

Evaluate a speech and language therapy session. 52.11

Prepare speech and language evaluations using BCP for reference. 52.12

Type/transcribe/ditto speech & language evaluations. 52.13

Present new speech/therapy case to A&D Comm. Use BCP strands. 52.14

Instruct and supervise pupil in listening skills. 53.0

Check on/observe new pupil's adjustment to class. 54.1

Instruct and supervise pupil in adaptive behavior skills. 54.0

Check on pupil studying out of class. 54.2

Confer with parents on readmission of suspended pupil. 55.5

Discuss pupil behavior at home with parent/guardian (home visit). 55.6

Calm, settle down children. 55.7

Instruct and supervise pupil in impulse control skills. 55.0

Discuss problems affecting behavior with pupil(s). 55.8

Discuss the problems of the day (gripes) with pupil. 55.9

Discuss drug use with students — possible problems. 55.10

Counsel a student by telephone re: drug, family, other problems. 55.11

Discuss behavior modification techniques with staff. 55.12

Plan disciplinary procedures to be used in program and/or class. 55.13

Prepare isolation area for student. 55.14

Control pupil problem behaviors and acting out. 55.15

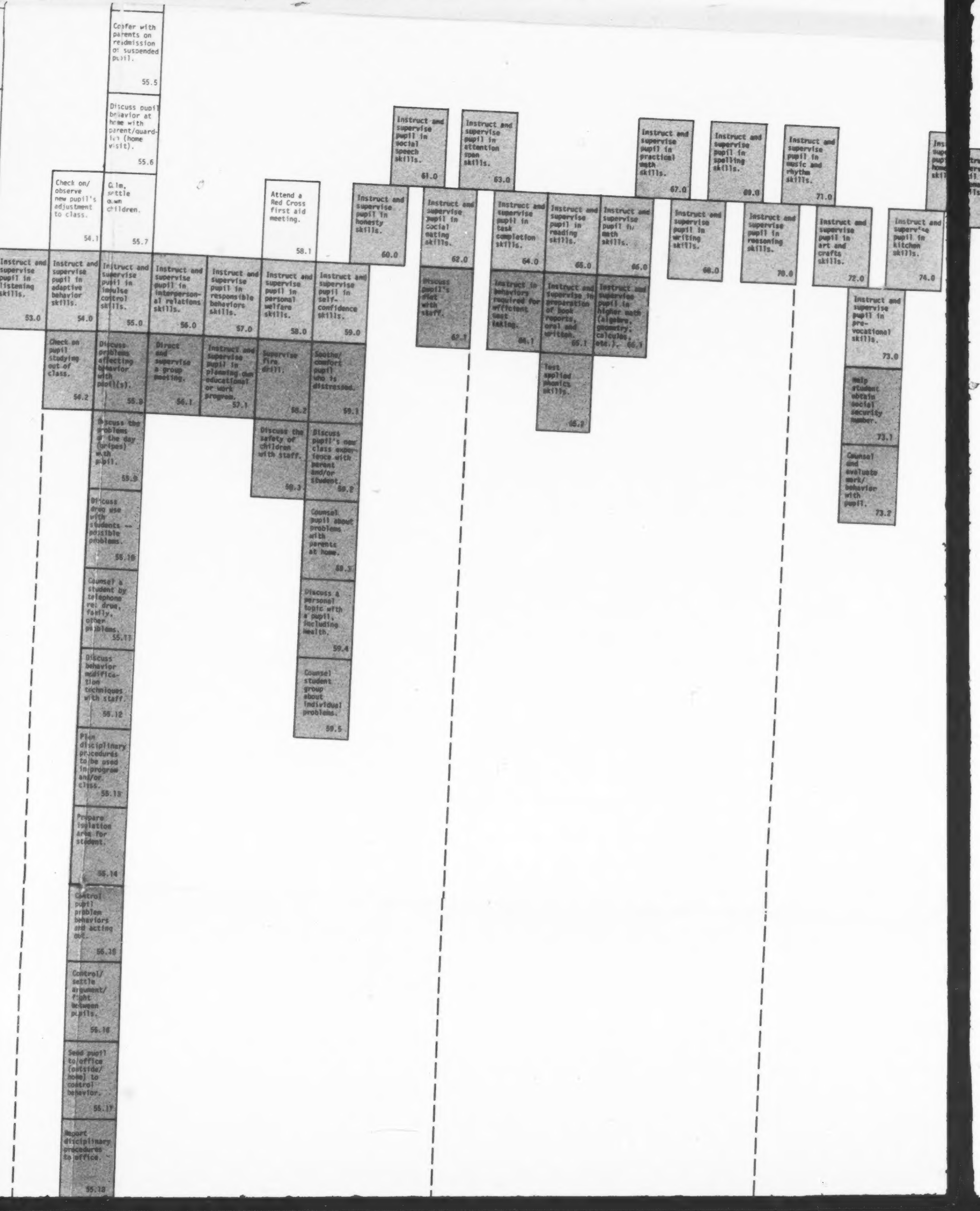
Control/settle argument/fight between pupils. 55.16

Send pupil to office (outside/home) to control behavior. 55.17

Report disciplinary procedures to office.

Instruct and supervise pupil in interpersonal relations skills. 56.0

Direct and supervise a group meeting. 56.1



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Calm, settle own children. 55.7

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Send pupil to office (outside/ home) to control behavior. 55.17

Report diciplinary procedures to office. 55.18

Instruct and supervise pupil in interpersonal relations skills. 56.0

Direct and supervise a group meeting. 56.1

Instruct and supervise pupil in responsible behaviors skills. 57.0

Instruct and supervise pupil in planning own educational or work program. 57.1

Instruct and supervise pupil in personal welfare skills. 58.0

Attend a Red Cross first aid meeting. 58.1

Supervise fire drill. 58.2

Discuss the safety of children with staff. 58.3

Instruct and supervise pupil in self-confidence skills. 59.0

Soothe/ comfort pupil who is distressed. 59.1

Discuss pupil's new class experience with parent and/or student. 59.2

Counsel pupil about problems with parents at home. 59.3

Discuss a personal topic with a pupil, including health. 59.4

Counsel student group about individual problems. 59.5

Instruct and supervise pupil in honesty skills. 60.0

Instruct and supervise pupil in social speech skills. 61.0

Instruct and supervise pupil in social eating skills. 62.0

Discuss pupil's diet with staff. 62.1

Instruct and supervise pupil in attention span skills. 63.0

Instruct and supervise pupil in task completion skills. 64.0

Instruct in behaviors required for efficient test taking. 64.1

Instruct and supervise pupil in reading skills. 65.0

Instruct and supervise in preparation of book reports, oral and written. 65.1

Test applied phonics skills. 65.2

Instruct and supervise pupil in math skills. 66.0

Instruct and supervise pupil in higher math (algebra, geometry, calculus, etc.). 66.1

Instruct and supervise pupil in practical math skills. 67.0

Instruct and supervise pupil in writing skills. 68.0

Instruct and supervise pupil in spelling skills. 69.0

Instruct and supervise pupil in reasoning skills. 70.0

Instruct and supervise pupil in music and rhythm skills. 71.0

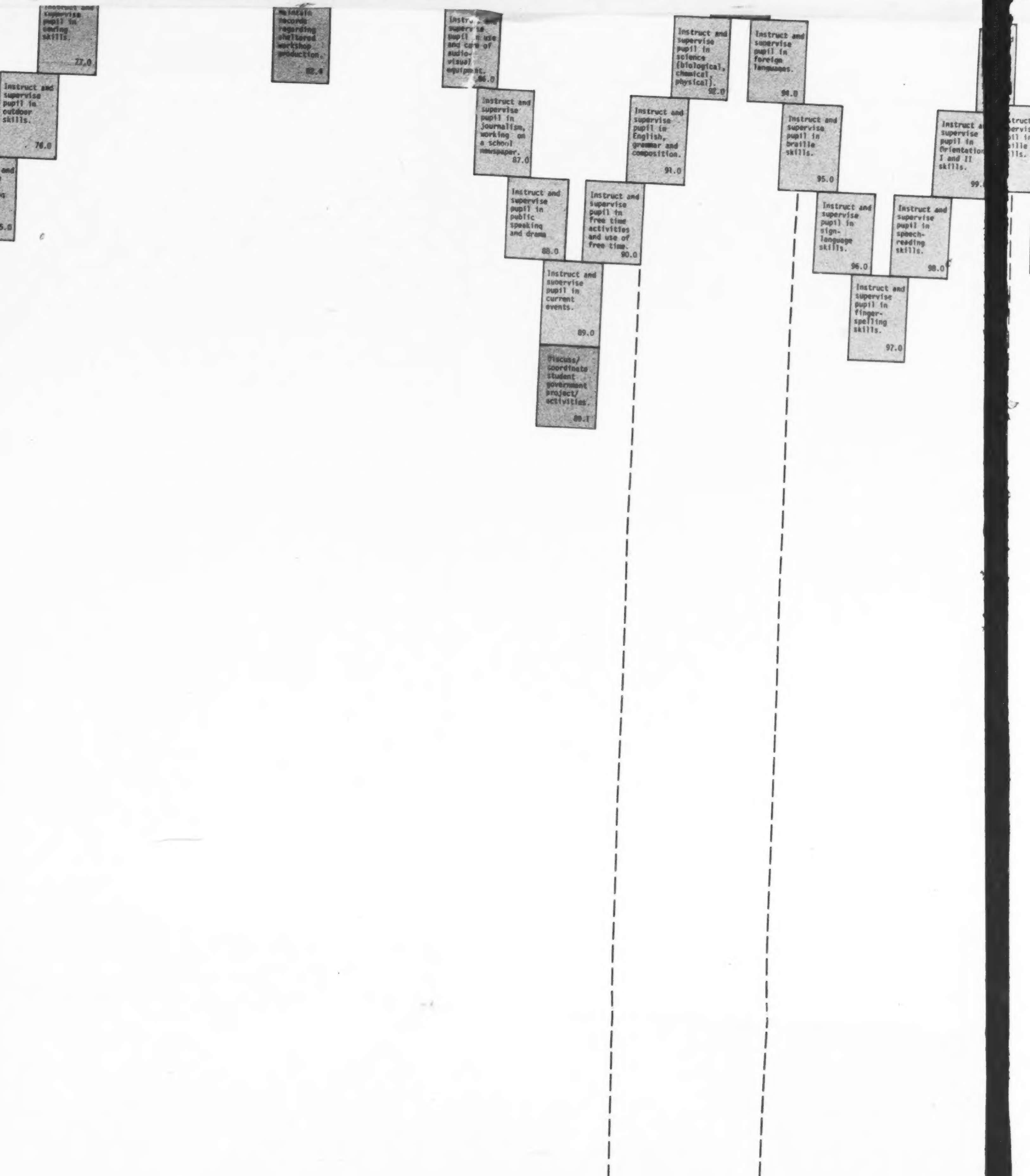
Instruct and supervise pupil in art and crafts skills. 72.0

Instruct and supervise pupil in pre-vocational skills. 73.0

Help student obtain social security number. 73.1

Counsel and evaluate work/ behavior with pupil. 73.2

Instruct and supervise pupil in kitchen skills. 74.0


Instruct and supervise pupil in sewing skills. 77.0
Instruct and supervise pupil in outdoor skills. 76.0
and
5.0
Maintain records regarding sheltered workshop production. 82.4
Instruct and supervise pupil in use and care of audio-visual equipment. 86.0
Instruct and supervise pupil in journalism, working on a school newspaper. 87.0
Instruct and supervise pupil in public speaking and drama 88.0
Instruct and supervise pupil in current events. 89.0
Discuss/coordinate student government project/activities. 89.1
Instruct and supervise pupil in free time activities and use of free time. 90.0
Instruct and supervise pupil in English, grammar and composition. 91.0
Instruct and supervise pupil in science (biological, chemical, physical). 92.0
Instruct and supervise pupil in foreign languages. 94.0
Instruct and supervise pupil in braille skills. 95.0
Instruct and supervise pupil in sign-language skills. 96.0
Instruct and supervise pupil in finger-spelling skills. 97.0
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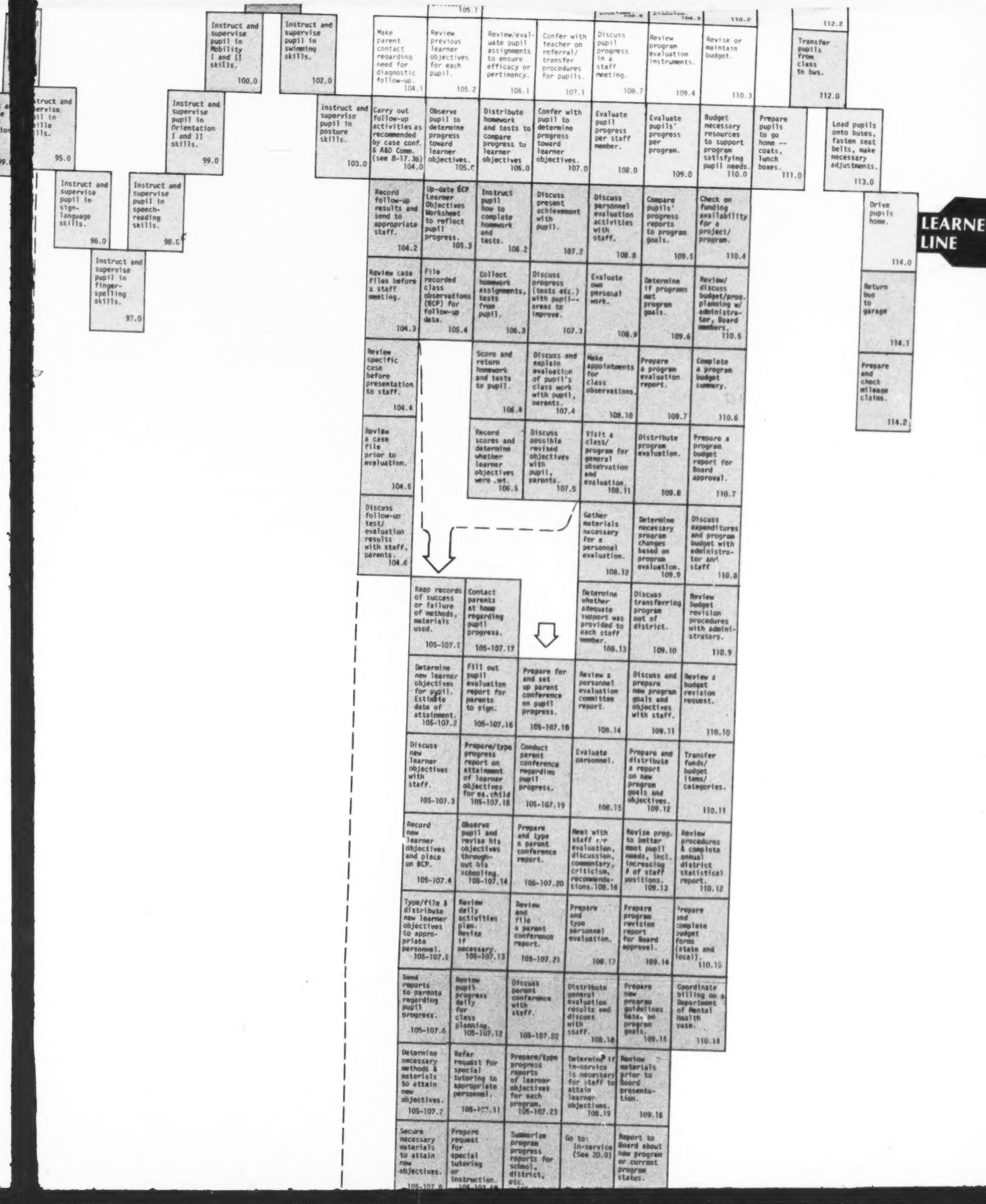

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Instruct and supervise pupil in speech-reading skills. 98.0

Instruct and supervise pupil in Orientation I and II skills. 99.0

Instruct and supervise pupil in Mobility I and II skills. 100.0

Instruct and supervise pupil in swimming skills. 102.0

Instruct and supervise pupil in posture skills. 103.0

Make parent contact regarding need for diagnostic follow-up. 104.1

Carry out follow-up activities as recommended by case conf. & A&D Comm. (see 8-17.36) 104.0

Record follow-up results and send to appropriate staff. 104.2

Review case files before a staff meeting. 104.3

Review specific case before presentation to staff. 104.4

Review a case file prior to evaluation. 104.5

Discuss follow-up test/evaluation results with staff, parents. 104.6

105.1

Review previous learner objectives for each pupil. 105.2

Observe pupil to determine progress toward learner objectives. 105.0

Up-date BCP Learner Objectives Worksheet to reflect pupil progress. 105.3

File recorded class observations (BCP) for follow-up data. 105.4

Review/evaluate pupil assignments to ensure efficacy or pertinency. 106.1

Distribute homework and tests to compare progress to learner objectives 106.0

Instruct pupil how to complete homework and tests. 106.2

Collect homework assignments, tests from pupil. 106.3

Score and return homework and tests to pupil. 106.4

Record scores and determine whether learner objectives were met. 106.5

Confer with teacher on referral/transfer procedures for pupils. 107.1

Confer with pupil to determine progress toward learner objectives. 107.0

Discuss present achievement with pupil. 107.2

Discuss progress (tests etc.) with pupil--areas to improve. 107.3

Discuss and explain evaluation of pupil's class work with pupil, parents. 107.4

Discuss possible revised objectives with pupil, parents. 107.5

Keep records of success or failure of methods, materials used. 105-107.1

Determine new learner objectives for pupil. Estimate date of attainment. 105-107.2

Discuss new learner objectives with staff. 105-107.3

Record new learner objectives and place on BCP. 105-107.4

Type/file & distribute new learner objectives to appropriate personnel. 105-107.5

Send reports to parents regarding pupil progress. 105-107.6

Determine necessary methods & materials to attain new objectives. 105-107.7

Secure necessary materials to attain new objectives. 105-107.8

Contact parents at home regarding pupil progress. 105-107.17

Fill out pupil evaluation report for parents to sign. 105-107.16

Prepare/type progress report on attainment of learner objectives for ea. child 105-107.15

Observe pupil and revise his objectives throughout his schooling. 105-107.14

Review daily activities plan. Revise if necessary. 105-107.13

Review pupil progress daily for class planning. 105-107.12

Refer request for special tutoring to appropriate personnel. 105-107.11

Prepare request for special tutoring or instruction. 105-107.10

Prepare for and set up parent conference on pupil progress. 105-107.18

Conduct parent conference regarding pupil progress. 105-107.19

Prepare and type a parent conference report. 105-107.20

Review and file a parent conference report. 105-107.21

Discuss parent conference with staff. 105-107.22

Prepare/type progress reports of learner objectives for each program. 105-107.23

Summarize program progress reports for school, district, etc.

108.6

Discuss pupil progress in a staff meeting. 108.7

Evaluate pupil progress per staff member. 108.0

Discuss personnel evaluation activities with staff. 108.8

Evaluate own personal work. 108.9

Make appointments for class observations. 108.10

Visit a class/program for general observation and evaluation. 108.11

Gather materials necessary for a personnel evaluation. 108.12

Determine whether adequate support was provided to each staff member. 108.13

Review a personnel evaluation committee report. 108.14

Evaluate personnel. 108.15

Meet with staff for evaluation, discussion, commentary, criticism, recommendations. 108.16

Prepare and type personnel evaluation. 108.17

Distribute general evaluation results and discuss with staff. 108.18

Determine if in-service is necessary for staff to attain learner objectives. 108.19

Go to: In-service (See 20.0)

109.3

Review program evaluation instruments. 109.4

Evaluate pupils' progress per program. 109.0

Compare pupils' progress reports to program goals. 109.5

Determine if programs met program goals. 109.6

Prepare a program evaluation report. 109.7

Distribute program evaluation. 109.8

Determine necessary program changes based on program evaluation. 109.9

Discuss transferring program out of district. 109.10

Discuss and prepare new program goals and objectives with staff. 109.11

Prepare and distribute a report on new program goals and objectives. 109.12

Revise prog. to better meet pupil needs, incl. increasing # of staff positions. 109.13

Prepare program revision report for Board approval. 109.14

Prepare new program guidelines based on program goals. 109.15

Review materials prior to Board presentation. 109.16

Report to Board about new program or current program status.

110.2

Revise or maintain budget. 110.3

Budget necessary resources to support program satisfying pupil needs. 110.0

Check on funding availability for a project/program. 110.4

Review/discuss budget/prog. planning w/ administrator, Board members. 110.5

Complete a program budget summary. 110.6

Prepare a program budget report for Board approval. 110.7

Discuss expenditures and program budget with administrator and staff 110.8

Review budget revision procedures with administrators. 110.9

Review a budget revision request. 110.10

Transfer funds/budget items/categories. 110.11

Review procedures & complete annual district statistical report. 110.12

Prepare and complete budget forms (state and local). 110.13

Coordinate billing on a Department of Mental Health case. 110.14

Prepare pupils to go home -- coats, lunch boxes. 111.0

112.2

Transfer pupils from class to bus. 112.0

Load pupils onto buses, fasten seat belts, make necessary adjustments. 113.0

Drive pupils home. 114.0

Return bus to garage 114.1

Prepare and check mileage claims. 114.2

school records.1.26

Discuss/prepare total program enrollment information estimates. 1.27

20.13	21.13	
Evaluate in-service training. 20.14	Discuss personnel problems with staff. 21.14	Prepa requ rega buil repa and main
Prepare billings for in-service training. 20.15	Counsel staff member regarding personal problems. 21.15	Coor cust serv
Read lit. on Ed.Code,Ed., first aid, etc. to maintain professional competence. 20.16	Attend meeting of personnel commission re: hiring, firing and salary. 21.16	Clean class room, fee a (Prov room maint
Attend professional meeting(s) to maintain professional competence. 20.17	Coordinate credentials renewal and appropriateness. 21.17	Clean the o put a equip etc.
Meet with legislator(s) and work on legislation. 20.18	Attend payroll meeting with business office. 21.18	Dust and clean furni and fixtu
Discuss legislation and code regulations with staff. 20.19	Discuss departures from work, working hours, illness, personal business. 21.19	Repa and main prog faci
Obtain approval & meet with a student teacher to discuss program. 20.20	Locate and arrange for substitutes to cover staff absence. 21.20	Orde reque stall of n fixtu (lig plum etc.)
Discuss other prog./schools w/staff for staff placement and curriculum suggestions. 20.21	Organize materials for substitute(s) 21.21	Arra for plu repa and insp
Train, or explain procedures to volunteers regarding program. 20.22	Provide/plan substitute staff orientation, training. 21.22	
	Complete, compute and submit time sheets, absence reports. 21.23	
	Review and approve time sheets. 21.24	
	Coordinate staff payments with business office. 21.25	Proce and prepa consu claim forms

21.12

22.14

Administer/supervise in-service (workshops, visitation, etc.). 20.13

Evaluate in-service training. 20.14

Prepare billings for in-service training. 20.15

Read lit. on Ed.Code,Ed., first aid, etc. to maintain professional competence. 20.16

Attend professional meeting(s) to maintain professional competence. 20.17

Meet with legislator(s) and work on legislation. 20.18

Discuss legislation and code regulations with staff. 20.19

Obtain approval & meet with a student teacher to discuss program. 20.20

Discuss other prog./schools w/staff for staff placement and curriculum suggestions. 20.21

Train, or explain procedures to volunteers regarding program. 20.22

Attend meeting on employer/employee relations. 21.13

Discuss personnel problems with staff. 21.14

Counsel staff member regarding personal problems. 21.15

Attend meeting of personnel commission re: hiring, firing and salary. 21.16

Coordinate credentials renewal and appropriateness. 21.17

Attend payroll meeting with business office. 21.18

Discuss departures from work, working hours, illness, personal business. 21.19

Locate and arrange for substitutes to cover staff absence. 21.20

Organize materials for substitute(s) 21.21

Provide/plan substitute staff orientation, training. 21.22

Complete, compute and submit time sheets, absence reports. 21.23

Review and approve time sheets. 21.24

Coordinate staff payments with business office. 21.25

Process and prepare consultant's claim forms. 21.26

Prepare billing and invoicing for staff & consultant payments. 21.27

Make report on stolen equipment/materials; review procedures. 22.15

Prepare request regarding building repair and maintenance. 22.16

Coordinate custodial services. 22.17

Clean up class, bathroom, coffee area. (Provide room maintenance. 22.18

Clean up the office, put away equipment, etc. 22.19

Dust and clean furniture and fixtures. 22.20

Repair and maintain program facility. 22.21

Order and request installation of new fixtures (lights, plumbing, etc.) 22.22

Arrange for plumbing repair and inspection. 22.23

27.12

28.16

Distribute learner objectives worksheets to appropriate persons/places. 28.17

Discuss instructional methods to attain learner objectives with staff. 28.18

Determine instructional method most compatible w/materials, persons, resources 28.19

Discuss with staff ideas on instructional materials/equipment for method chosen. 28.20

Discuss therapy or instructional rationale methods with child, parents. 28.21

Discuss need for home therapy or instruction for a child with parents using BCP. 28.22

Evaluate materials/equipment. Choose most appropriate ones. 28.23

Summarize program equipment and materials needs. 28.24

Construct materials/equipment for use in the classroom. 28.25

Prepare an instructional materials introduction. 28.26

Do research project on new methods, materials. Review work on lesson development. 28.27

Determine location of materials/equipment. 28.28

Coordinate the moving of available materials/equipment. 28.29

Coordinate the installation of available materials/equipment. 28.30

Inform and/or instruct staff on the use of available materials/equipment. 28.31

Conduct materials/equipment research, using catalogues. 28.32

Check prices/secure quotes on material/equipment to be ordered. 28.33

Prepare and type purchase requisitions for materials/equipment. 28.34

Resolve questions regarding purchase requisitions. 28.35

Purchase materials/equipment; make change orders adjustments 28.36

Purchase materials/equipment from local store. 28.37

Pick up and/or deliver materials/equipment. Distribute materials to staff. 28.38

Coordinate training in and use of instructional materials. 28.39

Provide or receive instruction in operating new materials/equipment. 28.40

Set up materials/equipment storage. 28.41

Store materials/equipment. 28.42

Repair materials/equipment. 28.43

Discuss/review materials and equipment ordering procedures. 28.44

29.15

Lay out and organize class materials/equipment. 29.16

Copy literature for preparation of instructional dittos, etc. 29.17

Prepare instructional dittos, handouts, etc. 29.18

Arrange and move furniture for daily class activity. 29.19

Review and approve films and movies. 29.20

Obtain, set up and operate available audio visual equipment. 29.21

Obtain, set up & operate or use available instructional materials/equipment. 29.22

Determine tasks aides or volunteers are to perform in class. 29.23

Tell aides/volunteers prog. rules, their duties & of pupil learner objectives. 29.24

Distribute materials to pupils for instruction. 29.25

30.24

Determine routing of mail to staff. 30.25

Distribute mail to staff. 30.26

Relieve outside receptionist at her desk. 30.27

Keep pupils' files up to date. 30.28

32.17

Talk to foster parents regarding taking handicapped child. 32.18

Discuss/check on absent pupil; contact parent. 32.19

Discuss/check on pupil missing from class. 32.20

Locate lost child, contact parent/police. 32.21

Self-Help Skills

See BCP strands 1-10

Send pupil to office (outside/home) to control behavior. SS.17

Report disciplinary procedures to office. SS.18

Confer with psychologist, therapist, nurse regarding parent counseling. SS.19

Set up a meeting for home visit. SS.20

Discuss classroom behavior of a pupil with parents. SS.21

Visit home to discuss pupil's return to school with parent. SS.22

p Skills	Perceptual Motor Skills	Language Skills	Socia
rands 1-10	*See BCP strands 11-17*	*See BCP strands 18-22*	*See BCP*

Hold pupil
in office
(visitor/
model) to
control
behavior.
SS.1

Report
[illegible]
procedures
office
SS.18

Confer with
psychologist
therapist,
[illegible]
regarding
[illegible]
counseling.
SS.1

Set up a
meeting
for
home
visit.
SS.

Discuss
classroom
behavior
of a
pupil
with
parents.
SS.21

Visit home
to discuss
pupil's
return to
school
with
parent.
SS.

Social Skills

See BCP strands 23-31

Academic Skills

See BCP strands 32-39

Recreational & Vocational Skills
See BCP strands 40-45

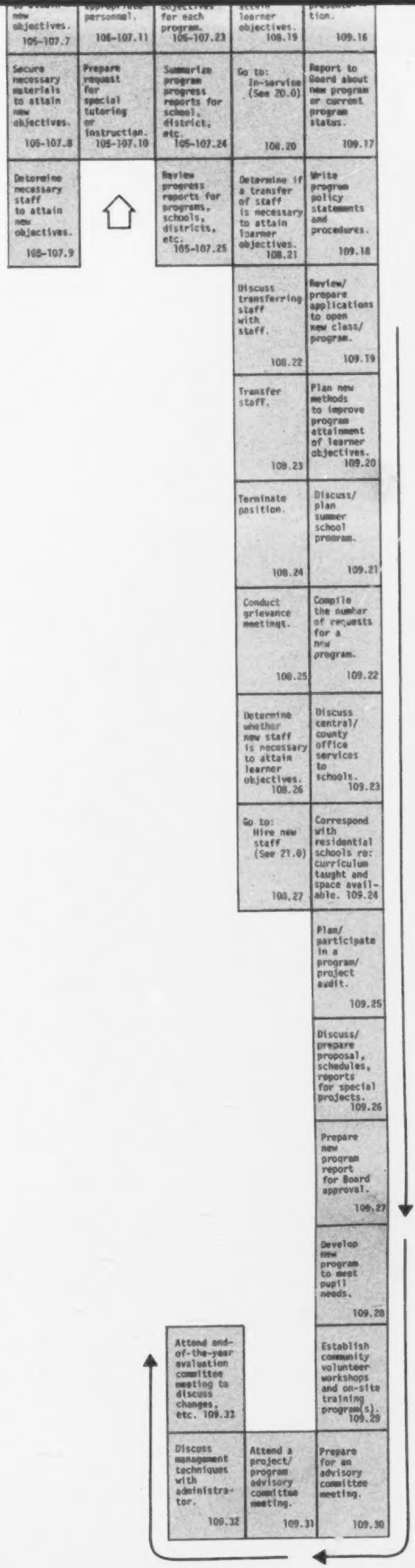
Advanced
Academic
Skills

Physically H

See BCP

dvanced
cademic
Skills

Physically Handicapped Skills
See BCP strands 46-59



new objectives. 105-107.7
personnel. 105-107.11
for each program. 105-107.23
learner objectives. 108.19
tion. 109.16
Secure necessary materials to attain new objectives. 105-107.8
Prepare request for special tutoring or instruction. 105-107.10
Summarize program progress reports for school, district, etc. 105-107.24
Go to: In-service (See 20.0) 108.20
Report to Board about new program or current program status. 109.17
Determine necessary staff to attain new objectives. 105-107.9
Review progress reports for programs, schools, districts, etc. 105-107.25
Determine if a transfer of staff is necessary to attain learner objectives. 108.21
Write program policy statements and procedures. 109.18
Discuss transferring staff with staff. 108.22
Review/prepare applications to open new class/program. 109.19
Transfer staff. 108.23
Plan new methods to improve program attainment of learner objectives. 109.20
Terminate position. 108.24
Discuss/plan summer school program. 109.21
Conduct grievance meetings. 108.25
Compile the number of requests for a new program. 109.22
Determine whether new staff is necessary to attain learner objectives. 108.26
Discuss central/county office services to schools. 109.23
Go to: Hire new staff (See 21.0) 108.27
Correspond with residential schools re: curriculum taught and space available. 109.24
Plan/participate in a program/project audit. 109.25
Discuss/prepare proposal, schedules, reports for special projects. 109.26
Prepare new program report for Board approval. 109.27
Develop new program to meet pupil needs. 109.28
Establish community volunteer workshops and on-site training program(s). 109.29
Prepare for an advisory committee meeting. 109.30
Attend a project/program advisory committee meeting. 109.31
Discuss management techniques with administrator. 109.32
Attend end-of-the-year evaluation committee meeting to discuss changes, etc. 109.33